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ABSTRACT

Part of a four-volume set in which community college educators discuss their efforts to internationalize the educational experience of the students and communities they serve, volume II in this series considers the challenges, pitfalls, and rewards of creating campus environments with rich international and intercultural programs and activities. Volume II contains the following articles: (1) "Developing an Intercultural Center," by Donna E. Willoughby; (2) "Developing a Foreign Student and Immigrant Program," by David Wong; (3) "Internationalizing KCC's (Kapiolani Community College's) Campus," by Loretta Pang; (4) "Creating an International Campus through Student Advising," by Robin Fujikawa; (5) "Celebrating Our Multicultural Origins," by Jane Fukunaga and others; (6) "A Supportive Environment for International Students," by Regina V. Ewing; (7) "The New American," by Frank Noji; (8) "Developing Library Support for Kapi'olani's Asian-Pacific Emphasis," by T. D. Webb; (9) "The Maile Aloha Singers," by Robert Engle; (10) "Filipino Student Transfer Programs," by Ernest Libarios and Danilo Campos; (11) "Internationalizing the Technical College Campus," by Carolyn Mewhorter, and others; and (12) "A Tapestry of Possibilities: Internationalizing the Campus Environment," by Su Cutler. Concluding comments discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues. (KP)

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BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

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VOLUME II
INTERNATIONALIZING
THE CAMPUS ENVIRONMENT

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BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

VOLUME I

Internationalizing the Curriculum with an Asian-Pacific Emphasis

VOLUME II

Internationalizing the Campus Environment

VOLUME III

Creating Institutional Links in Asia and the Pacific

VOLUME IV

Working with Local Business to Enhance Asian-Pacific Understanding

BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

VOLUME II

INTERNATIONALIZING THE CAMPUS ENVIRONMENT

EDITORS
Robert W. Franco, PhD
James N. Shimabukuro, EdD

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BEYOND THE CLASSROOM: INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

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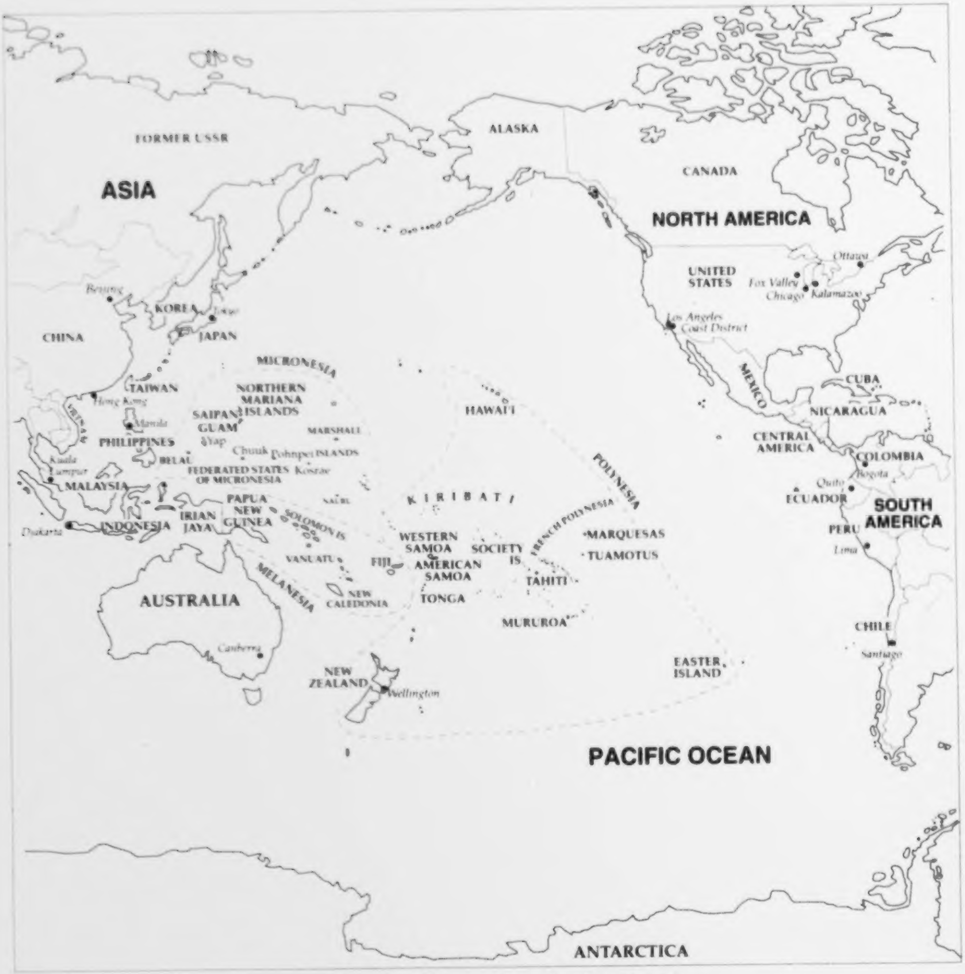
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The Pacific Rim and the Pacific Islands

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Overview

In this volume, six associate colleges discuss the challenges, pitfalls and rewards of creating campus environments with rich international and intercultural programs and activities (see Cutler in this volume). The volume opens with Donna Willoughby's account of how the administration, faculty and staff of Golden West College adapted to the changing demography of their community. Increasing cultural diversity in the Orange County area was perceived as a strength to be built upon, as a powerful new resource for teaching local students about international connections and intercultural diversity. Willoughby details the development of an intercultural center, an on-campus center where students from various national and cultural backgrounds comfortably interact in friendship and study. The center has become the centerpoint of international and intercultural campus activities.

The next nine papers take the reader 2000 miles west to Hawai'i. David Wong, of Honolulu Community College (HCC), discusses a future role for Hawai'i's community colleges in providing gateway educational opportunities to students from the People's Republic of China and Southeast Asia. Wong nicely conveys the Pacific, Asian, and American character of contemporary society in Hawai'i, and more specifically of HCC's administration, faculty, staff, and students. He then details the development of courses specifically designed for immigrant students, such as Humanities 60, American Culture for Immigrants and Foreign Students. He concludes with a discussion of HCC's plans to develop an immigrant center on campus.

Wong's paper follows Willoughby's because both address evolving cultural diversity in their respective communities and the important educational role campus centers can play in internationalizing a campus environment. The next seven papers take the reader about five miles from HCC to east Honolulu and present the internationalizing of the campus environment at Kapi'olani Community College (KCC).

Loretta Pang, coordinator of the Kapi'olani Asian-Pacific Emphasis (KAPE) in 1988–89, provides an overview of KCC's efforts to weave a bright and strong fabric of international activities on campus. The KCC authors discuss student advising, Asian-Pacific student club activities, international festivals, and facilitating the visa process for international students. They also address English as a Second Language training in which immigrants and international students are encouraged to serve as peer tutors on campus, library resource development in terms of text materials and computer networking with Asia and the Pacific, and the international travels of KCC students as members of the Maile Aloha Singers.

The final Hawai'i paper takes the reader 20 miles west from KCC to Leeward Community College, where Ernie Libarios discusses the development and implementation of an advisory program that has increased the retention and transfer rates of Filipino students in the University of Hawai'i system. The Leeward-Manoa Transfer Project provides an excellent example of how two-year and four-year institutions can work together to reach and retain underrepresented cultural groups. In addition, this program adds to the international and intercultural texture of the campus environment as it complements the Japan Studies and Hawai'i-Pacific programs discussed in volumes I and IV.

The last two papers in the volume take the reader 5000 miles to the far east, to Wisconsin and Michigan.

The Fox Valley Technical College (FVTC) authors discuss their increasing international role in the economic development of the Fox Cities area, and the increasing awareness of the changing demography and cultural variation on campus. The settlement of 2000 Hmong in the Fox Cities area, a growing Hispanic community, and the arrival of students from Central America and the Caribbean, as part of a partnership with Georgetown University and the Cooperative Association of States for Scholarship (CASS), has added significant cultural diversity to the campus environment in recent years. Further, this diversity has provoked more thoughtful consideration of the college's role in the education of Native Americans. The authors carefully assess their English as a Second Language program, their student service capabilities, and their role in sensitizing the campus and community to international connections and cultural diversity.

The last paper in the volume discusses the student and campus activities associated with the International Studies and Degree program at Kalamazoo Valley Community College. Su Cutler poignantly describes how students are encouraged to make the local-global connection through International Week festivities, cultural performances, and lectures by Kalamazoo and Western Michigan University faculty. She also relates how special activities, such as local food drives to help hungry neighbors, serve to link students to the problems of world hunger on World Food Day. The college has woven many threads, from curricula, certificates, and degrees to student activities in creating a rich international fabric on campus.

The papers in this volume provide evidence of the creativity and innovation of community college administrators, faculty, staff, and students in shaping a learning environment, beyond the classroom, where students can develop an appreciation for local-global connections in a context of increasing cultural diversity.

—*RWF*

Developing an Intercultural Center

Donna E. Willoughby
Golden West College

Golden West, located approximately 40 miles south of Los Angeles, is one of three comprehensive colleges in the Coast Community College District. Student enrollment at the college has increased in the past two years and is currently at approximately 15,000. Golden West College (GWC) and the communities it serves must adjust to an increasingly diverse and growing population.

Harold Hodgkinson, in an Institute for Educational Leadership report to the American Council for Education, indicated that one of every nine Americans is a Californian. California is receiving almost a third of the world's immigrants and will thus continue to experience increasing cultural diversity. "It is our tolerance for diversity," says Hodgkinson, "which allows us to tap energies of each new group coming to America to seek a better life, and California does this well."

This paper addresses one California college's response to the changing demographics. It encompasses the history and development of the Intercultural Center (IC) at GWC, its broad conceptual mission, and its problems and prospects.

It all started around a coffee table. A handful of people shared their concerns about promoting intercultural interaction among all individuals in the college community as well as providing supplementary reference and referral services to support and enrich those individuals. Together they agreed to do what was necessary to encourage intercultural sensitivity and to build unity. They spearheaded the formation of an intercultural task force whose efforts resulted in the IC that, in just 15 months, received national recognition.

Changing Faces, Changing Needs

Prior to the 1975 immigration of great numbers of Vietnamese refugees to the Southern California area, GWC served local communities that were predominantly White and middle-class. There was only one Hispanic neighborhood that had remained fairly stable in population over the years, and there were small numbers of Blacks and other ethnic minority populations in the local area. The GWC student population mirrored the community in that it was predominantly White

A volunteer at GWC's Intercultural Center helping an ESL student.

Using globes and maps, international students share stories of home in the Intercultural Center lounge.

PRACTICE ROOM
STUDY AREA

One-to-one tutorials enhance language learning and build friendships at the Intercultural Center.

Non-Hispanic. Only one or two ESL classes handled the few nonnative language learners on the campus.

In the late 1970s and steadily to the present, the initial population of Vietnamese refugees was joined by relatives migrating from other parts of the U.S. as well as new immigrants arriving from Vietnam. Today, the local communities are home to the largest Vietnamese population outside of Vietnam. During these years, settlement by people from South Korea, Cambodia, and Laos has increased. In addition, the Hispanic population in the area served by GWC has increased as a result of family members joining their relatives, immigration from war-torn Central America, high birthrate, and population spilling over from neighboring cities and counties. The student population at GWC in fall 1989 was 15.4% Asian or Pacific Islander, 1% American Indian/Alaskan Native, 8.6% Hispanic, 1.5% Black Non-Hispanic, 64.5% White Non-Hispanic, and 2.5% other (7.5% declined to state their ethnicity). The ESL program, with 970 students in fall 1990, is among the fastest growing programs at the college.

In the late 1980s, the college made only a few adjustments to accommodate the changing student population (the hiring of a Vietnamese financial aids coordina-

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tor-counselor and a bilingual Hispanic clerk in the admissions office). The college did shift dollars to support more ESL classes in both the English and speech communication departments. It also protected budgets in the writing and speech communication centers where students could get individualized attention for their language development. The speech communication department responded to college budgetary problems by starting an innovative program utilizing community volunteers to help ESL students with their pronunciation, oral, and listening skills development. Because of a hiring freeze and significant budgetary problems, the college was not able to do much more.

In these same years, however, Golden West's response to its increasingly multicultural population began to change dramatically for a variety of reasons. The national Immigration Reform and Control Act (IRCA) provided a program to give qualified, pre-1982 illegal immigrants an opportunity for amnesty. These individuals could gain permanent residency and ultimately citizenship, if they met certain conditions, among which were evidence of basic English language skills and citizenship awareness. GWC responded to this community need by offering the requisite classes and has to date served the needs of almost 600, mostly Hispanic, immigrants. Some of them have continued their enrollment at the college. More important, IRCA focused statewide attention on this immigrant population—its educational needs and its potential vis a vis the labor pool.

The Rationale, Motivation, and Means for Change

In this same period, the board of trustees of the Coast Community College District (a three-college district) hired two Hispanic presidents and a Hispanic chancellor. With these hirings, the board was acknowledging the changes in local demographics and community needs.

Under the leadership of a dynamic, "can-do" president in the person of Judith Valles, Golden West employees and student leaders began to respond creatively to the challenges presented by an increasingly multicultural population. College schedules, catalogs, and brochures began to utilize pictures of our ethnically diverse student body. Valles became well-known and respected in the local communities and by the leadership of various ethnic groups. This energetic and vivacious president spoke at banquets, cultural events, and business lunches, urging community leaders to actively support the college, urging all populations to come to Golden West, urging youngsters to stay in school and dare to aspire to college. She motivated administrators, faculty, staff, and students to care and to believe that they could, and must, make a difference. Stepped-up efforts to secure grants were joined by her attempts to sway state leaders to change and improve the funding for community colleges.

The student government hosted cultural fairs, and musical and dance events that showcased the richness of a multicultural society. They financially supported clubs that enabled varied student populations to display their cultures and to find friends who shared their native languages and cultures.

At an administrative retreat in spring 1989, college administrators were engaged in workshops designed to develop consensus regarding the problems and opportunities the college was likely to face in the next ten years, as well as to engage them in discovering some agreed-upon vision and goals for the college. Discussion groups of six to seven members each, and representative of a cross section of campus offices and functions, came to remarkably similar conclusions. In response to the question "What will our college be like if we do nothing or make no changes in our activities?" they concluded that, among other things, there would be a decline in enrollment (and funding) because of fewer "bread and butter" students (Anglos carrying 12 units and planning to transfer); there would be greater proportions of ethnic minority students with increased need for support services and basic skills training; and there might be increased intergroup tension. College administrators and supervisors collectively saw the wisdom of being proactive in enhancing the college's ethnic mix, increasing outreach efforts and intercultural sensitivity, and improving programs and services.

Faculty who are advisors to student clubs such as MECHA, Vietnamese Students, and Panorama Latino, were encouraged in their efforts. Some faculty adjusted their teaching methods to acknowledge the presence of ESL students, while continuing to maintain high academic standards.

These college responses to an increasingly diverse population were generally well received by students and staff, though there were some who did not view the changes as positive. Some faculty grumbled about how difficult it was to teach now. Some complained that "they" should go away until they learn English (at native levels of proficiency, presumably). Occasionally, faculty began to see tensions in the classroom between students of different cultural backgrounds. Occasionally, a stereotypical negative remark would appear on a bathroom wall.

Impetus for positive change came additionally from the 1989 Public Policy Agenda of the American Association of Community and Junior Colleges. This called for the primacy of equal opportunity and access; increase of first-rate, ethnic minority faculty; curricular emphases on intercultural and international education; college leadership in improving relationships in the community among diverse groups; and increased international, intercultural awareness on campuses and in the communities they serve.

Finally, from the state level came The Final Report of the Joint Committee for Review of the Master Plan entitled California Faces—California's Future: Education for Citizenship in a Multicultural Society. Among its recommendations were echoes of the concerns expressed by the AACJC. California Assemblyman John Vasconcellos stated that "this report provides the basis for educational reform and growth for the next 15 years and beyond."

All the lofty rhetoric would mean little had there not been some accompanying funding. With the passage of AB1725, the colleges of the Coast District received significant new funding to hire new faculty and thereby work toward greater ethnic diversity. There are funds, too, for program improvement and staff development relevant to intercultural sensitivity. This revenue source, in turn, could conceivably free up local discretionary funds to support new outreach efforts, improve student and community services, and improve curricula.

The prospect of improved funding and the hiring of six full-time faculty (including two ethnic minorities, three women, and two faculty who were educated abroad) helped to energize the campus. There was hope that perhaps funding would improve and help the college respond to changing student and community needs.

Ideas Meet with Opportunity

During the 1988–89 school year, as associate dean of communications, I had occasional conversations with the college president, Judith Valles, about the above changes, the college's ESL program, and the various campus services' responses to the increasingly multicultural population. Among other ideas, we discussed the notion of a multicultural center that would include bilingual personnel, some counseling, and some special attention to these students.

In spring 1989, it became apparent that the volunteer program to assist ESL students was an expanding and slightly "noisy" program that was not too well suited to the recently combined Writing and Speech Communication Centers where the volunteer program was housed. Fortunately, a two-room area became available adjacent to the combined center and separated from it only by glass. I was responsible for these programs, and I was able to secure the coveted space for program expansion with a commitment, to the dean of instruction and the president, of improved service to ESL students.

In summer 1989, I was conversing with Ruth Hunter, a professor emeritus of speech communication who was coordinating the ESL volunteer program, and Sharon Ratliffe, a faculty member from the same department who had recently been selected as the director of staff development. We discussed expansion of the activities of the volunteer program, the need for encouraging intercultural interaction among all individuals in the college community, and improved services for second language and second culture students.

In early fall 1989, Hunter volunteered to move the ESL volunteer program into the area adjacent to the Writing and Speech Communication Center. She also volunteered to be an acting coordinator of the multicultural center and oversee program and service expansion. The college president readily agreed to support modest supply needs and fund a total of three part-time bilingual individuals. Hunter, paid for ten hours of instructional work per week, would continue to volunteer her own services an extra 20–30 hours per week to coordinate the new efforts. (Two bilingual work-study students would assist.) I volunteered to supervise the center as it evolved.

The idea of a center now had a space, a small staff, borrowed furniture, a few loaned and donated artifacts, and some second-language, second-culture student traffic. If it was to become significant to the college, however, it needed broad-based support and the energies of more individuals, as well as clear direction.

Getting Started

The individuals already involved became the first members of a task force I convened. Participants came from all parts of the campus and included faculty from subject matter disciplines likely to be supportive of the concept. Members included three new faculty in speech, ESL, and English; a Spanish instructor who advised the MECHA Club and supervised a small Hispanic Educational Advancement Center on the campus; a financial-aids coordinator-counselor; the associated students' president; a representative from counseling; the president of the college's Patrons Association; the director of the Community Service Office; and representatives from the foreign language and sociology departments. The group had a balanced representation of males, females, and cultures.

At the start of the first meeting of the task force, members were asked to give their names, departments, reasons for their interest in the committee's work, and reservations they might have. This guided, to some degree, the next agenda item: to brainstorm what primarily should be done by such a center. Toward the end of this meeting the college president came in to state her commitment to support the concept of a center as well as the group's work. (She thought it best not to join the task force to avoid influencing discussion or its direction.) As homework, members were asked to separate goals from activities on the brainstorm list and to write a possible mission statement.

Three members wrote mission statements and major goals with supporting activities. This, however, was sufficient as a basis of discussion at the second meeting. A subcommittee then agreed to polish the language by the third meeting.

Tentative plans for involving the entire campus were then discussed and finalized. These included task force members taking responsibility for:

1. Designing a logo for the center
2. Attending a meeting of the Inter-Club Council to inform student leaders and staff advisors about the center and invite their participation and support
3. Preparing a survey of the staff and students to get feedback about the proposed mission statement, goals, and names for the center
4. Contacting *The Western Sun*, the student newspaper
5. Attending a brown-bag staff development workshop to inform others of the progress to date and invite feedback and support

At the third task force meeting, there was a final review of the proposed mission and goals as well as the survey instrument. All classified staff, administrators, and full-time faculty were to be surveyed, as well as a sample of students from classes whose instructors volunteered to conduct the survey. At the fourth and final meeting of the task force, the results of the survey were reported. In essence, there was strong staff and student support of the mission and goals as identified, although the survey return from staff was a disappointingly low 10.7 percent. Further, respondents agreed with the task force preference for the name Intercultural Center, as opposed to Multicultural or Cross-Cultural Center. Finally, the survey elicited a host of excellent suggestions for campus and community activities pertinent to the mission and goals of the IC. Minor language revisions to the mission and goals were suggested and followed. Survey results were reported within the college newsletter and to instructors who conducted the student survey in their classes.

The Intercultural Center and the Larger Concept

At some colleges, such a center is an adjunct to admissions, testing and guidance functions; and such centers limit or focus service toward international and minority students only. Still others are activity centers that sponsor ethnically oriented or international clubs and celebrations, and study abroad or student and teacher exchange programs. Staff and students of GWC, however, expressed a desire for a more ambitious, more broad-based mission and function. In essence, they agreed with the original task force that the mission should foster the concept and values of intercultural enrichment and harmony, and that all offices and personnel on the campus were important to the success of that mission. The very character of the college's instructional, community, and student-oriented activities needed to acknowledge the diversity, adapt as necessary, and encourage dialogue and understanding among all. The IC itself needed to be a place for all, and it had to exhibit by its activities, or encouragement of others' activities, the values expressed in the mission statement and goals. More than just a facility with isolated concerns, the IC was to foster the concept that the entire college is an intercultural center.

The Intercultural Center and the College Organization

Initially the broad-based approach did not clearly fit into the organizational chart of the college. Should it be placed under the dean of student services or the dean of instruction? Since it involved the entire campus, should it be under the president? Because it did not fit clearly in any one place and since I was willing to temporarily supervise it (I was still responsible for the ESL volunteer program serving students in the center), it is located under the organizational purview of the instructional area.

After the work of the task force was finished and the center's existence became known through the survey, it became necessary to form a more permanent advisory committee. Had GWC had the budget to hire or place a full-time staff member in charge of the IC, as well as a reasonable operating budget, an advisory committee would have been needed to meet only occasionally to ensure a sense of involvement from the campus and community. Because GWC had a part-time person predominantly voluntary (supported by $5–7 per hour assistants) and a very modest supply budget, it became necessary to have a very active, influential, and committed group of people willing to work, to persuade others to help, and to come up with funds from their own operations to help support the center's mission. "Advisory Committee" was not really an appropriate name for this group; nevertheless, that is what it was called.

Because there was so much to be done to plan and implement functions, it turned out to be fortuitous that GWC followed the advice of the community representative to the original task force and did not involve outside community representatives or dignitaries in the advisory committee. Her wise words were: "Get your act together within the college first. If you get organized and get going with worthwhile events, the community will support you." How right she was.

The IC Advisory Committee (ICAC) was made up, in part, of some members of the original task force. Other faculty members volunteered, and I, as chair of the committee, invited still others. The committee then came to the attention of the college's academic senate president and was viewed as a college-wide committee. The senate then confirmed all faculty members rather than starting over and naming the faculty to the committee, as is its privilege. Subsequently, the senate named three more faculty to the group, responding in part to increased interest, as well as a preference to include other disciplines on the committee, not just the usual liberal arts ones thought to be generally sympathetic to an intercultural cause (social sciences and speech communication, for example). In its first year of operation, it was, on paper, a 22-person committee, more broadly inclusive of all the campus areas but a bit unwieldy in size. With the size came the appearance of broader campus involvement and awareness; but also, and in part because of the number of people on the committee, it sometimes lacked cohesiveness, and the attendance of some members was consequently sporadic. Fortunately there were enough dedicated members to provide continuity and accomplish the tasks. Student attendance at the ICAC meetings was very poor, but support from student government and the Student Activities Office was strong.

Another organizational concern was to get the IC and its mission into the thinking, planning, and budgeting discussions of all campus departments and offices. Because the planning cycle was newly introduced and deadlines were imminent, advisory committee members were not able to accomplish much within their initial department plans due in January 1990. Some spring revisions did, however, begin to reflect some increased sensitivity to intercultural concerns, in part because the overall college goals had included outreach and response to the ethnically diverse campus community. If a department is to justify its plan and its budget request, it must show how it supports or is critical to the overall college plan. Because of the rush in late fall 1989, Ruth Hunter and I hurriedly prepared the planning and budgeting sheets for the 1990-91 year based on priorities determined by the ICAC.

First-Year Focus

The IC opened for business in early October 1989, with a fresh coat of paint, some furnishings borrowed from the speech communication department, as well as some worn furniture and office equipment donated by a local businessman. The volunteer program that assists ESL students enrolled in some speech communication courses moved into the new area from the adjacent Writing and Speech Communication Center. Shortly, two additional paid assistants were hired to work 19 hours per week. Overall, the staff had language capabilities in German, Vietnamese, and Spanish.

The process of furnishing the area continued throughout the 1989–90 school year as administrators, faculty members, staff, students, and community members contributed ideas, artifacts, objects, posters, pictures, and maps. The latest human interest stories and news articles pertinent to the center's mission were sent by staff members to the center and the IC prepared an ongoing clipping file available to staff, students, and community. Summaries of the library and media center materials that portrayed customs, traditions, theatre, music, and dance of many cultures were made available to help support classroom instruction and student learning.

The more the center became known, the greater and more frequent were the contributions. In spring 1990, one sociology instructor donated several shelves of pertinent books, journals and news articles—gems gleaned from approximately fifteen years of research and course planning on such subjects as understanding racism, bridging cultural gaps, social norms and customs. In addition, a music instructor donated an extensive collection of world music.

The expanding awareness of the center's existence and services was in part the result of efforts to be visible by the creative staff. They prepared and passed out flyers and book marks about their services, held holiday tea and cookies celebrations, were present in a booth on Gold Rush Day (a showcasing of all the clubs and service centers on campus) as well as at the Community Festival held annually on the GWC campus and drawing thousands of visitors. They offered coupons and other gimmicks to draw students to the center. One set of coupons said: "This is good for one hour of quiet study in the Intercultural Center," while others were good for "one-half hour of friendly conversation and practice of your English skills" (for ESL students).

Practicing their English and communication skills was already an integral part of three speech communication courses attended by Golden West ESL students. The curriculum of these courses is structured around the requirement that the students make regular weekly appointments with the center's community volunteers. The volunteers help the students to practice various communication skills taught in the courses, such as initiating a conversation, expressing an opinion, giving a speech, or participating in a job interview.

The students have found this service very valuable, and they seek out the volunteers not only for assistance with this speech coursework, but for English conversation and help with other coursework. For many of these students, a large number of whom are refugees, this is the only opportunity outside of class to converse with a native English speaker. Individual students report that it not only is important for their educational performance and development of English skills, but the volunteers:

- "help me to understand American culture and customs"
- "explain language or phrase use that can't be translated"
- "teach me how to organize my work"
- "helped me to build my confidence"
- "teach me how to handle problems I didn't understand"
- "give me an opportunity to talk about life and share friendship"

Once the service was offered to all ESL students on campus, the number of students utilizing the center steadily increased.

Also available in the center for student use is an expanding collection of information files on various countries, study abroad programs, and international organizations. In addition, some faculty members have scheduled office hours in the center to encourage shy second language students to meet with them.

Concurrent with the above activities, the ICAC is focusing on strategies to sensitize staff to cultural differences and involve the campus in intercultural activities and services. A staff development subcommittee recommended a list of activities to the advisory committee from which the group selected the following as important for the first-year:

1. Producing a manual identifying common misperceptions about a variety of cultures and containing informative facts about those cultures
2. Presenting speakers on intercultural topics for the January 1990, presemester, in-service program and other occasions
3. Offering courses on cultural diversity, which are to be made available to faculty for salary credit
4. Conducting workshops for teachers to provide practical instructional strategies for including intercultural content in the curriculum and assisting second-language, nonnative, or ethnic minority students in learning and interacting with native English-speaking, White majority students

All but item three above were achieved in the first year of operation, and overall, the campus staff development activities took on increased emphasis in the IC mission.

An additional priority set by the ICAC was to conduct needs and resource assessments of the campus and community and to publicize the findings. Of particular interest were:

1. The demographics of GWC and surrounding communities
2. A survey of students: what they perceive as their needs, problems, interests vis a vis the IC mission
3. A survey of staff: to learn what they would like to know about their nonnative students and what instructional problems they want help with

4. A video description of local high schools and areas of the community—perhaps as a student project
5. A survey to learn about campus resources (e.g., where people have traveled or lived, slide collections, artifacts, willingness to give a workshop)

The Coast District research office provided the demographic data that was subsequently discussed by campus leaders; the results of the student survey were discussed at a faculty workshop; and the instructional needs identified became the predominant subject of 1990–91 in-service programs. The video project was not completed.

Finally, setting up a mentoring program to assist students in need (and enrich the awareness of the mentors) was another goal. Additionally, the committee saw merit in a buddy system to enable interested students to broaden their understanding of one another's cultures. While there has been some progress toward a buddy system, with study buddies available in the IC, there has not yet been the time nor leadership necessary to establish a comprehensive mentoring program.

In spring 1990, the ICAC became a working committee to plan, seek funding for, and implement an intercultural week called Festival of Friendship. The purposes of the week were to dedicate the IC, to further publicize its existence and purposes on the campus as well as in the community, to celebrate the diversity of the ethnic populations, and to foster principles of universality and interdependence.

The value of having a broad-based committee of committed individuals who know the campus structure and how to get things done could not have been better illustrated than by this collective effort. Within the ICAC were all the key players with the expertise and willingness to plan and implement the week-long event. On this committee were the director and assistant of the Student Activities Office; the student body president; an art instructor (who designed and prepared magnificent decorations); the director of public relations; a librarian who selected films and videos for the week's showings; volunteers from the Patrons of GWC who collected tickets and helped serve at the Friday all-campus potluck; the coordinator of the center who hosted tours throughout the week and ran the box-lunch party for international students; the director of staff development who hosted four different and pertinent intercultural activities during the week; the associate dean of fine and applied arts, an all-around creative person who really knows how the campus operates and "who you need to know"; a music instructor; and a few faculty and staff who were advisors to some of the student clubs that participated (Panorama Latino, Vietnamese Students, Black Student Union), and others who implemented student essay, portraiture, and photo contests.

The entire week was accomplished with $2500 from the student government, $400 from the academic senate professional development committee, and $2600 from the Community Services Office, plus much hard work accompanied by a "just-do-it" spirit.

The dignitaries and the press showed up for opening day, the entire campus was decorated with posters and balloons, and the Student Union featured ethnically oriented portraits, painted by students, that covered three, two-story walls, and a case with the winning essays. Free food and music were available everyday and hosted by a different student club each day. Overall, attendance was terrific. Attendance was somewhat sparse, however, at the staff-development activities; but those who attended got much valuable information.

The final day's all-campus potluck was a fitting culmination to a wonderful week. The student president presented two large and colorful banners on ten foot standards to the college president: one saying "GWC" and the other with the IC logo. These decorative items stand outside the center on all but rainy or windy days. The tables had tablecloths, and each had a small display of international flags. A group sing-along was only moderately successful, but no one cared. Prizes were awarded to student winners of the Spud Webb basketball tournaments (one division for those under 5'9" and one for 5'9" and above) and the portraiture and essay contests. When the winning student essay was presented on videotape (read by an instructor), many in the 250-person audience were visibly moved. The assembly heard of the student's valuing of her freedom and her feelings about her new country.

It was a wonderful week! The committee received compliments from many of their colleagues, and the college received excellent press coverage for the events of the week.

Toward the end of the spring 1990 semester, the board of trustees of the Coast Community College District announced a broad policy of support for the concepts of international and intercultural education and the assurance of support for relevant services and activities. In late spring the president of GWC held a brown-bag workshop to brainstorm and then select the college's theme for 1990–91. The winning selection was Student Success in an Intercultural World.

The major activities of the school year were at an end, but the staff of the IC were on the job throughout the summer, preparing for the fall. Among the summer achievements was the recruitment of new volunteers (from 18 in October 1989 to a total of 55).

Trading on the accomplishments of the school year and the goodwill established with campus and district offices that approved some creative budgeting, I was able to acquire new couches, chairs, end tables, lamps, and a computer, as well as expand the center into a large adjacent room.

Second-Year Developments

The 1990–91 school year was characterized by a flurry of activity, problem solutions, and new opportunities.

Early in the fall, the IC hosted 17 students from the Netherlands at a reception and took them on a campus tour. (Two of the students planned to attend GWC in spring 1991.) Further, the IC conducted four International-Intercultural Children's

Programs that have educated and entertained about 240 children. Fifty-five community volunteers logged between 900 to 1000 hours in assisting 325 ESL students in the fall, and by the end of the school year, 100 volunteers were working. Brochures were written in Vietnamese and Spanish to announce campus programs, and the IC's bilingual assistants were regularly hired by the admissions office, during registration periods, to assist ESL students with matriculation and registration processes. Staff also assisted with preparation of several 30-second TV spots on myths and facts about minorities. In addition, the IC activated the first of many planned cosponsorship relationships: one with the Society of Hispanic History and Ancestral Research, and a second with the Orange County Iranian Cultural Center. For the privilege of using GWC facilities for meetings, work sessions, or language classes, these organizations will raise funds for and donate materials to the IC, assist with programs, and provide informative sessions for GWC students and staff. Networking with other community organizations also expanded; over the last year, the IC was showcased at five state and national conferences. All of these activities brought increased correspondence and numbers of people to the center, as well as much positive acclaim.

Because of its broad responsibilities, the ICAC was renamed the Intercultural Affairs Committee (IAC). The committee (with three new members) advises on the implementation of the mission and goals of the IC; plans and assists with GWC's annual spring intercultural Festival of Friendship Week; serves as a sounding board and resource for the campus and community on multicultural and intercultural matters; and interacts with the offices of instruction and student services on planning and implementing intercultural activities. A major effort of the committee in the second year was the establishment of nine subcommittees and the subsequent involvement of a far greater number of students and employees.

In the past year or so, there has been much discussion of internationalizing the curriculum throughout the country, as well as in the Coast District. Furthermore, the district office began to signal interest in giving new priority and support for an international education program comprising opportunities for teaching abroad and teacher exchanges, as well as more study abroad opportunities for students. Also, increasing numbers of international students are enrolling at the three colleges, and GWC, at least, saw merit in better attending to their needs.

In addition to these prospects, campus leaders were aware that, to further enrich students, the curriculum and the teaching-learning process needed attention. Unless and until these areas significantly reflect an intercultural and interdependent attitude, all else is symbolic and somewhat superficial. While GWC already had in place significant curricula (courses and portions of courses) reflective of this attitude, more development is desired. The dean of instruction and associate deans at GWC have been instrumental in bringing faculty together to develop new general education courses for both vocational and transfer students, such as Cultures of Orange County, Intercultural Communication, and Multiculturalism. Among these faculty are several new and ethnically diverse individuals who recently joined the staff. Furthermore, the IAC in cooperation with the college's staff development and grants offices has as a primary concern the fostering of reassigned time and extended workshops to support extensive curricular modifications sought by many discipline areas. Although the college has increased the number of workshops designed to provide specific, practical suggestions on enhancing teaching in an intercultural environment, more has to be done.

It would have been impossible for the IC to provide leadership or energy for these or any other new directions without some additions to the leadership staff. After much discussion, the chancellor of the Coast District finally created a district office of international education to coordinate the efforts of the three colleges. Seeing the opportunity to put GWC at the forefront of any new activities and to provide additional staffing for the IC, President Valles authorized a reassigned time faculty position to develop and coordinate the college's efforts. The position was advertised in-house in late fall, and the new coordinator of international and intercultural education was selected in January 1991. Bruni Cronk, a native Puerto Rican with an MA in comparative cultures and a strong bilingual-bicultural background, secured the position. In addition to coordinating the IC activities, she is responsible for GWC's international education and study abroad program and serves as advisor to GWC international students.

President Valles also authorized 33.3 percent reassigned time for Rudolph Debernitz to serve as a recruiter of international students and to assist in carrying out a five-year plan to provide funding for the IC and the international student program. With the shift of Ruth Hunter to a new campus assignment, the center now has 53 hours per week of faculty time devoted to fulfilling its mission.

Just when it appeared that there would have to be some modification of Center plans and activities because of insufficient leadership, these personnel were added. Given all the wonderful and important projects many at the college want to pursue, however, this team of instructors will have to be judicious in prioritizing their activities until new staff are added.

Another piece of good news for the IC was the receipt of $5000 in AB1725, one-time-only, program improvement funds to carpet the second room, refurbish panel dividers, and purchase much needed storage cabinets. In addition, a modest but adequate printing and supplies budget of $1200 was granted by the dean of instruction. Combined with the $16,000 for the bilingual support staff of the IC, the operational budget is barely sufficient.

Since competition for funds is so keen at GWC and in the district, college leaders decided to borrow an idea from a neighboring community college district. They developed a plan for expanding the international student program by tapping tuition of newly recruited international students. In late spring, representatives from the IC, students services, and office of instruction developed a five-year plan that, if successful, would bring the number of international students from 54 to 375 by 1995–96, provide a budget of approximately $489,000 as well as bring in a similar amount to the general college fund. A flurry of summer activity and some extraordinary good luck brought approximately 50 new international students to GWC in fall 1991, a dramatic increase over the 13 for the first year.

As a result of the hard work and creativity of the individuals who have been supportive of the IC mission, international and intercultural awareness and enrichment is now a reality throughout the GWC campus. Developing the further notion that the college as a whole is an intercultural center will require constant effort and attention from IC staff and the Intercultural Affairs Committee. They must continue to act as the conscience and the energizer of the campus in advancing the mission and goals of the center.

Summary

We hope that this paper will assist other colleges and universities to enhance their own awareness of global interdependence and cultural enrichment that we at GWC have experienced. The answer, in the GWC experience, lies in finding and bringing together campus leaders, whether students, staff, or administrators. From then on, it is a matter of being patient, committed, even doggedly determined. Despite budgetary problems, inertia, or cynics who see it as a temporary fad or even a hopeless cause, people who care, or even pragmatists who see that something must be done, can work toward an attitude of sensitivity, appreciation, and unity among individuals of diverse cultural backgrounds.

Developing a Foreign Student and Immigrant Program

David Wong
Honolulu Community College

In order to meet a new national concern for updating and expanding technical knowledge, the People's Republic of China and the nations of Southeast Asia will be sending more and more students abroad to acquire new skills and methods to solve modernization problems. And along with these students, immigrants will also come with similar aspirations. These students will have to absorb in a few months' time the culture, society, and behavior patterns of an entirely foreign country, as well as the language and subject matter of their formal studies. It is a tremendous challenge for the individual student to be faced with the realization that cultural understanding will in itself be a major educational project, occupying much of his time and energies.

In the United States, the students' program will include technical training as well as courses in cross-cultural perception and understanding. The entire learning process can be best facilitated by integrating both types of training. In this respect, Hawai'i may play an important role in receiving, orienting, and integrating students into American higher education.

Hawai'i's Capacity for Technical and Cross-Cultural Training

Hawai'i has unique qualifications in the area of cross-cultural exchange. Geographically and culturally, the island-state occupies a midway point in the flow of commercial and cultural exchange between Asia, the Pacific Islands, and the mainland United States. Hawai'i has been the product of Asian, Pacific, and Western traditions for over 200 years and presently supports a diverse population of new and old, Asian and Pacific immigrants, as well as new and old in-migrants from the U.S. mainland. Thus Hawai'i is kept constantly in touch with the changing pace of the Eastern and Western worlds. Hawai'i is a unique place where diverse cultures have been accepted and blended together as a part of daily life.

Hawai'i can make itself attractive to these students in at least three ways. First, because Hawai'i is a part of the United States, it shares the same material culture, political organization, economic system, and communications network with the other states. Hawai'i's people are familiar with Oriental culture and have been able to integrate both East and West into their everyday lives. Because the majority of the population is Asian, foreign students may find that they can blend in rather easily. But local people are also American enough so that these students can begin to note differences in culture and start adopting some aspects of Western behavior.

Second, educational institutions in Hawai'i are able to offer a well-conceived, coherent program of study that will satisfy these students' desire for technical and cross-cultural training. The skills offered must have immediate application to or serve as prerequisites for advanced courses here or on the mainland, and they must be upgradable. It is in developing and teaching this curriculum of progressive modernization that Honolulu Community College's Foreign Students and Immigrants Program can become significant.

Third, these students must also be able to participate in the same general areas of humanities and sciences as other students. They will no doubt need special tutorial assistance with English in their studies.They will also need a cross-cultural awareness program to become familiar with their new environment.

The students can learn how modernization affects life-styles and attitudes by learning about the experiences in religion, philosophy, the arts, social science, politics, and literature that have sparked Western minds to develop science and technology. By learning the background and implications of their newly acquired technological skills, these students will have a better perspective of modernization and the application of technology. Their educational experience will not be one that is exclusively devoted to the sciences, with humanities and cultural growth left unattended. After this well-rounded education, these students will be better prepared for advanced studies on the mainland where the environment will be even more foreign and less accommodating than that in Hawai'i.

Many in the administration, faculty, and student body of Honolulu Community College are already products of the State's cultural mix, and ethnic awareness programs have long been a regular offering in the curriculum. Thus there is already a large degree of cross-cultural awareness in the community, a pool of culturally sensitive faculty members, and an established expertise in cross-cultural studies. Certainly faculty and administration will have to be mobilized and briefed on how to meet some of the language and cultural difficulties encountered by the foreign, immigrant, or exchange program participants, but the college already has experienced personnel and a foundation with which to develop and implement this program.

The College's Mission

The college traces its origin to the establishment in 1920 of the Territorial Trade School. In 1955, the institution was renamed Honolulu Technical School and, under the Community College Act of 1964, was incorporated into the University of Hawai'i system as Honolulu Community College. In 1966, the college was authorized by the Board of Regents to award Associate in Arts and Associate in Science degrees, mandating the institution to become a comprehensive community college. Since 1970, it has been continuously and fully accredited by the Accrediting Commission of Community and Junior colleges, Western Association of Schools and Colleges.

The college's mission is to provide pertinent and diverse educational programs to meet the varying career development, cultural, and intellectual needs of the communities it serves. To accomplish its mission, the college:

- Provides access to postsecondary education through open admissions policies
- Takes the lead in presenting to the community the most recent developments in high technology
- Serves as the catalyst for interfacing the progressive technologies of the future with the social understanding necessary for students to be responsible members of a participatory democracy
- Continues to refine its lower division baccalaureate program to maintain maximum transferability and relevancy to bachelor degree programs
- Continues to respond to the diverse needs of special groups of students

The ethnic diversity of Hawai'i is reflected in the student body of the college, although certain groups are overrepresented in relation to their percentages in the state population. This is primarily due to the large Asian immigrant communities located in the vicinity of the campus. Chinese, Koreans, Southeast Asians, and Filipinos are significantly overrepresented, creating a high demand for courses in English as a Second Language (ESL) and other basic skills that prepare students for entry into technical programs and the liberal arts. Approximately 88 percent of the student body are members of minority groups.

New Courses and a New Center

During the early 1980s, the college began to experience a dramatic influx of Asian, especially Southeast Asian, students. At that time, the college had a very respectable English Language Institute (ELI) program in place. It offered three levels of ESL. However, there were no support courses and no infrastructure for these students. The humanities department was charged with and willingly accepted the responsibility to improve this situation. We hired a specialist in Asian Studies. He created Asian Studies 100, Cross Cultural Perception and Awareness, which fulfills a core requirement for the AS degree. He also inaugurated and has conducted for the past six summers a travel-study tour of China and Southeast Asia for our local students and faculty. Most significantly, he developed Humanities 60, American Culture for Immigrants and Foreign Students.

Humanities 60 is team taught by a Western-educated male from Singapore and a Caucasian-Japanese female from Hawai'i. Normal enrollment is four sections (100 students) per semester. The course is corequisite with ELI 9, the highest level of ESL offered. It also fulfills a core requirement for the AS degree. While the course was originally intended to provide a forum for immigrant students' concerns, cultural assimilation, and language improvement, it has since evolved to include private counseling, job mediation, career planning, visa assistance, and extracurricular activities. The course quickly outgrew itself. It has since spawned Learning Skills 50, which is an introductory computer course for immigrant students. Normal enrollment is two sections (40 students) per semester.

The fundamental assumption of Humanities 60 is that linguistic skills are improved through a study of basic cultural concepts. We believe that by adding the humanities orientation to the acquisition of linguistic skills, we lessen the possibility of dangerous misunderstandings that impact upon the immigrant student (as loss of identity) and upon the society (as racial tension). To reinforce this approach, the instructors have added field trips to places such as the police station and the courts, to understand U.S. systems of law and justice. The clearest evidence of its value and success is that so many of our students from China, Hong Kong, Taiwan, Japan, Laos, Cambodia, Thailand, Vietnam, the Philippines, and Micronesia, who used to be part-time ESL students, are now full-time students obtaining their college degrees, going on to four-year colleges, obtaining better paying jobs in technical fields, and becoming an integral part of the campus and larger community. Because of courses such as Asian Studies 100, Humanities 60, and the summer study tour, campus instructors and local students now have greater access to our immigrant students, a better understanding of their problems, and a finer appreciation of their potential and participatory value.

ESL courses should prepare nonnative English-speaking (NES) students for mainstream English courses and other courses offered at the college. While dramatic gains are registered each term in pretest and posttest scores, the vast majority of NES students exiting the ESL program are not adequately prepared to compete with native English speakers in other classes. The fault lies not with the makeup of present ESL courses, but with the number of hours students are involved in ESL study. To expect an NES student to master the skills of writing, in addition to listening, speaking, and reading, after only a trio of three-hour courses spread out over three semesters, is asking the impossible. In fall 1991, an experimental intensive course was instituted, ELI 98 (English) and IS 98 (Culture). These courses function as a unit and complement each other. ELI 98 is held daily, from 7:30–11:00 in the morning. From 1:00–2:50 p.m., the students have a work assignment (campus job); and from 3:00–3:50, they have an ESL workshop (lab).

The IS 98 component is held from 11:00-11:50 a.m. daily. ELI 98 develops basic communication skills—reading, writing, listening, and speaking, as well as grammar. IS 98 uses a modular approach to promote an understanding of basic concept clusters that characterize American culture, such as the family, social relationships, the world of work, the individual and the law. The primary function of each module is to integrate occupational training with language and ideas. Thus in the world of work, job application and interview techniques are emphasized. And in the law cluster, workers' rights, individual rights, and legal agencies are studied. IS 98 serves as the glue which bonds language training to American culture and work.

Largely due to the strong interest of the instructors, the college has recently committed itself to the development of an immigrant center. The center is to include a physical facility, director-coordinator, counselor, survival courses, technical training, and job referral services; and it would be integrated with the English Language Institute. A proposal was submitted to the state legislature, but severe cutbacks have jeopardized funding for this year. It remains near the top of the college's budget priorities.

Internationalizing KCC's Campus

Loretta Pang
Kapi'olani Community College

Until and unless the total college environment and campus experiences of students, faculty, and staff reflect a heightened awareness and appreciation of global connections, Kapi'olani Community College (KCC) cannot claim to have internationalized its institutional environment. This was the conclusion of the college's Asian-Pacific task force in early discussions to plan the direction and scope of the newly adopted Kapi'olani Asian-Pacific Emphasis (KAPE) in 1986. The creation of KAPE was a way to focus on a region with which Hawai'i has a unique relationship, but the focus also extended beyond the Pacific Rim to embrace the globe. In addition to curriculum expansion and staff development, internationalizing education required attention to the total environment of the college. In the years since adoption of KAPE, the college has taken stock of what was already at hand, developed new activities, and attempted fresh approaches to enhance its educational experiences.

In the following papers, faculty and staff involved in various aspects of internationalizing the college describe and assess their experiences in bringing their projects to life. Success in most instances has led to further expansion of the projects and also to unexpected discoveries that raise new challenges.

Students are the primary clientele, and as Robin Fujikawa elaborates in his article on student relations, the institution can address its needs and interests outside the classroom while supporting its academic goals. An advisory program in international education was established to stimulate student interest in KAPE, channel their interest, and develop a vehicle that would ultimately recognize an Asian or Pacific Studies emphasis in degree programs. Academic interests have been successfully extended beyond the classroom through student organizations and, primarily, through the International Conference conducted annually by and for students as a forum for presentation and discussion of their research papers.

The Asian-Pacific International Festival began as a campus celebration of Asian-Pacific cultures and promotion for KAPE in the surrounding neighborhood. The success of the first celebration led to administrative support for an annual festival. In their joint article, the coordinators of the first three festivals, Jane Fukunaga, James Shimabukuro, and John Cole, underscore the wealth of talent and enthusiastic participation elicited from diverse segments of the campus. Organizing and coordinating an event of this size was a daunting task for an individual.

The authors share their assessment of the issues that an institution needs to address before undertaking such a project and offer suggestions on how the leadership for similar festivals might best be structured.

The goal of internationalizing KCC has had a special human dimension. A supportive environment should also be reflected in the international makeup of the student population. Translating this concept into policies that would encourage and facilitate enrollment of international students—as distinct from immigrant and refugee students—was more than a simple procedural matter, as foreign student counselor Regina Ewing reveals in her article. She completed a research project on the inconsistent application of TOEFL scores and visa standards within the University of Hawai'i system, and shares the results and implications with the reader.

The mission of the English as a Second Language (ESL) program is to serve the local community and, more specifically, to address the academic needs of the immigrant student population. Frank Noji reviews the role of the program and the decision to emphasize academic over survival English skills as its primary goal. The contribution of a strong ESL program to internationalizing the curriculum and encouraging immigrant students to add to the multicultural richness of the campus community is obvious. Less well known is the program's effort to meet the needs of hearing-impaired students, for whom American Sign Language is the mother tongue and English is a second language. (Noji spent fall 1991 at Gallaudet University in Washington, D.C., honing his skills in working with the hearing impaired.)

In addition to the missions mentioned above, an academic institution through its library also provides a repository of intellectual resources. Through dynamic and creative approaches to planning and fund-raising, KCC has substantially enlarged its library collection, designed a model physical plant incorporating the most current technical systems, and acquired donors for support of its international education mission. Head Librarian Terry Webb describes the process of developing the new library, guided by a commitment to both serving KAPE and creating a world-class resource center.

While most of the projects described in these papers were initiated since the adoption of KAPE, one program was already fully developed and enjoying considerable success in Hawai'i and abroad. Robert Engle details the evolution and adventures of the Maile Aloha Singers, a nonprofit performing, recording, and touring company of students who earn music credit while experiencing the rich cultures of the world.

The range and variety of projects discussed in these papers demonstrate the progress being made to internationalize the campus and create a rich learning environment for the KCC community.

Creating an International Campus Through Student Advising

Robin Fujikawa
Kapi'olani Community College

Kapi'olani's Asian-Pacific Emphasis (KAPE) directly supports students through an advisory program. As an arm of KAPE, the program provides information to students through individual counseling, brochures, and guest speakers. In addition, it translates developments generated by KAPE into activities that are immediately meaningful to students. For example, the goal of enhancing global thinking skills gave rise to an international conference featuring student presenters. Administering the various student-related programs are two coordinators who report to and are assisted by the KAPE Committee.

The Advisory Program operates in three principal areas: student advising, international conference, and student clubs.

Student Advising

Rationale. Attending college less than two miles from Waikiki on a site that commands easterly and westerly views of the Pacific Ocean, students at Kapi'olani are generally well aware that an Asian-Pacific emphasis in their education will enhance their careers. Many students already work part-time in the visitor industry, and many plan careers that are related to the region. For these and other reasons, Pacific and Asian language courses are popular among students, and interest in intercultural events is high. However, even with this interest, negotiating the maze of course descriptions and vast array of program and career options is no easy task. The Advisory Program was created as a KAPE response to the student need for clarification on international education options in the college. The advisors organize existing course offerings into tracks that lead to goals that are international in nature; create suitable programs, such as a Certificate in Asian and Pacific Studies; facilitate transfers to programs in other institutions; and reach out to students who have an interest in international, and particularly Asian-Pacific, studies.

Kapi'olani has a number of courses that meet the needs of a student who aspires to a career or major in Asian and Pacific studies. Foreign language offerings include Mandarin, Japanese, Korean, Tagalog, Samoan, Russian, French, Spanish, and Hawaiian. In addition, the college also offers a number of other courses: Cultural Anthropology, Asian Perspectives, Plants of the Hawaiian Environment, Ethnobotany, Asian-Pacific Cooking, World Literature, Japanese Literature, Geography and Contemporary Society, World Regional Geography, Ancient Hawaiian Dance, Civilizations of Asia, History of Hawai'i, Hawai'i's People, Asian Art, Asian Philosophy, and World Religions. Some courses, such as World Literature, may have an Asian-Pacific emphasis when taught by particular instructors. The Advisory Program helps students make informed choices.

In order to provide an area-focused and relatively short-term program alternative to the AA and AS degrees, the coordinators have worked with KAPE and the administration to provide a certificate in Asian Studies and Pacific Studies. The proposal is presently in its final stages of approval. Called the Certificate of Completion in Liberal Arts: Asian or Pacific Studies, this degree option requires 17 credit hours in foreign language, history, and other courses that provide skills and knowledge necessary for a selected area of study.

The certificate program is part of a plan to provide an international studies degree option ladder that includes yet another certificate, the Certificate of Achievement, with twice the required number of credits. With these two certificates, students will be able to structure their studies around an Asian or Pacific emphasis and on a two-tiered ladder of degree options.

In addition to clarifying options in international education, the coordinators also work with international education programs in transfer institutions to provide students with a clear idea of where their studies may lead. Hosting speakers from the School of Hawaiian, Asian and Pacific Studies at the University of Hawai'i at Manoa, for example, has helped many of our students.

Regardless of degree or transfer goals, a student may simply want to know which courses have an Asia or Pacific emphasis, and the Advisory Program assists in identifying these courses. Though the program provides counseling, brochures, speakers, events, and posted notices, the most effective outreach has been direct contact with individual students.

Funding Base and Administrative Support. Two faculty members were each provided three credits of reassigned time per semester to serve as program coordinators. Support from the administration in the form of reassigned time, funds for printing, facilities, and advice has launched and sustained the project. In addition, generous support for planning institutes and training was provided by a Title VI grant.

Faculty Role. Two faculty members from the initial task force that planned and implemented the Asian-Pacific Emphasis were selected to be the Advisory Program coordinators. They continued in that capacity for two years, at which point they became coordinators of KAPE. Presently, they coordinate KAPE and the Advisory Program.

The coordinators are assisted by the KAPE committee. At monthly meetings, members share their ideas and take information back to their students.

Student Involvement. In their discussions about intercultural educational experiences, students are generally charged with excitement. For some students, the KCC experience has strongly influenced academic and career goals. For example, one has become an East-West Center graduate student, one uses her education as a teacher of immigrant students, and one is an editor of an Asia newsletter.

Implementation and Assessment. *What Has and Has Not Worked.* Although information has been distributed via flyers and brochures, by far the most effective means of reaching students has been advisor-student contact. The coordinators feel that, rather than more media publicity, more advisors would probably increase student involvement.

Challenges, Pitfalls, Rewards. Hawai'i is the hub of the Pacific, but it is also an island state. A student here lives in an international environment, but may, ironically, have an insular state of mind. As geographic location is becoming less of a business advantage in the electronic information age, Hawai'i needs to resist taking its advantages for granted and redouble its efforts to be resourceful and innovative. Students need to be challenged to seek out and actively explore the multicultural and international dimensions of their community. Through the emergence of selected courses and community involvement, students have rewarding and life-changing experiences.

Future Directions. A natural future development is an expansion of the base of advisors so that more academic disciplines are involved. This broader base may lead to more interdisciplinary program options for students.

International Conference

Rationale. The Advisory Program initiated and supports the annual International Conference for students. The conference serves as a forum for the sharing of knowledge gained in Asian-Pacific courses. When conceived as a mind-set of colleagues engaged in a professional community of inquiry, collegiality is fostered when students take their stand as representatives of their college and collectively investigate world issues.

The Asian-Pacific International Conference is an academic complement to the college's annual International Festival. Established in 1989, the conference marshals a high degree of student involvement in all phases: planning, implementation, and of course, participation. A genuine academic conference with a call for papers and exhibits, a juried selection of presentations, keynote speakers, public forums, and awards, the International Conference goes a long way toward stimulating and internationalizing student scholarly activity, as well as encouraging collegiality.

Spotlighted in the conference are papers and exhibits that reflect a cross section of the creative efforts of the various disciplines in celebration of the conference theme. The conference adopts the theme of the International Festival, and in previous years, these have been Life Forces: East and West, Origins: East and West, and Rhythms: East and West. Past presentations at the conference include papers on "Avoiding Cultural Clashes by Creating Common Ground in Joint Ventures," "The Seeker Finds the Answer," "The Origin and Evolution of Medical Practices in

Japan," "Halawa Valley, Moloka'i: A Cultural Sequence Paralleled to Agricultural Growth," "Education as a Life Force in Japan," and "The Power from Within."

Funding Base and Administrative Support. The conferences have drawn from various sources for funding: the College Advancement Fund, the Student Activities Office, Instructional Services, and public donations.

Faculty Role. The Advisory Program coordinators are responsible for initiating and overseeing the conference. Their role, however, is guided by the fact that this is a student conference, with students in control of the production as much as possible.

Student Involvement. Prior to the conference there is a call for papers and exhibits. Written (scholarly and other forms) and exhibit entries are reviewed and selections are made by a panel of mainly student judges. Other forms of written expression include poetry, autobiography, and satire. Entries must be relevant to the conference theme and stimulate thinking about Asian or Pacific issues and ideas. Selections are based on criteria that include insight, effective and sensitive use of language, and likelihood of stimulating thinking at a conference.

Students vie for the keynote speaker position and a number of awards and prizes that include certificates signed by the provost and dean of instruction, cash prizes of up to a hundred dollars, world atlases, and generous donations by the local community. These awards enhance a student's academic dossier.

The conference is led by a student moderator who presents the keynote speaker and other winners. Each presentation is followed by a public forum, with discussion open to the audience; however, beginning each public forum are statements and questions presented by a response panel. The response panel members are students selected from different areas of study who are given written copies of the presentations prior to the conference. Their task is to initiate discussion and thereby set the tone and level of the dialogue.

Community Input. Guest artists are also invited to dedicate the conference site, with, for example, a Japanese flower arrangement demonstration. Guest speakers, usually renowned scholars and artists, are invited to address the conference. Coverage by news media, videotaping, and a journal disseminate the conference proceedings to a wide audience.

Implementation and Assessment. A questionnaire was distributed after the conference, asking for responses and suggestions.

Students are usually surprised at the level of excitement generated at the conference. A typical remark is "I never thought it would be this exciting and big." Even audience members leave the conference with not only an armload of conference materials and complimentary favors, but with a sense of professionalism in their own achievement. The public spotlight, the selection process, the scrutiny of the response panel and forum—all elevate the level of professionalism. Students are among colleagues as members of an academic community. In the conference, students present their investigations into international and global concerns, students have the locus of control, students are the judges, and students are the audience. When greeted with public accolade and awards, their achievements in international studies at the conference renew their sense of collegiality in a global as well as academic community.

Instructors also use the conference to attach incentives and extra credit options to their assignments. Some instructors have found that the conference enhances the quality of student work and student pride in their classmates.

Future Directions. Further ways to utilize the conference to enhance instruction in various disciplines should be explored. For the next conference teachers will be informed about the theme and dates a year in advance to allow for the inclusion of conference details in their syllabi and lesson plans. Soliciting corporate sponsorship will also be explored.

Student Clubs

As a KAPE response to the student need for meaningful extracurricular and cross-cultural experiences, the Advisory Program supports an organization that is able to work with the many cultural clubs (Chinese, Korean, Vietnamese, Filipino, Japanese, and Samoan) to generate cross-cultural activities. Called PASA, the Pacific Asian Students Association, the club functions as a student component of KAPE, and the Advisory Program works closely with the club in support of its activities. Working with other clubs, PASA has organized field trips, speaking events, recycling projects, an emergency relief drive for hurricane victims in Samoa, and social events. PASA has also provided leadership in the organization and implementation of the Asian-Pacific International Conference. The club is funded by student dues, fund-raising activities, and the Student Activities Office.

The club has experienced huge turnovers in membership, and this has contributed to reliance upon a few individuals for sustaining and leading the club. One suggestion for future development has been to actively seek participation by international students.

Conclusion

The Advisory Program helps to internationalize the campus experience by making students more aware of Asian-Pacific courses, certificates, and clubs. In addition, the program works closely with KAPE faculty and the Asian-Pacific clubs to plan and implement the annual International Festival and Student Conference. As students work together in meaningful cross-cultural dialogue, they move beyond their sometimes provincial, local perspectives and begin to appreciate the diversity of world views so prevalent throughout the campus and community. Encouraging students to understand and appreciate international cultures over there, has resulted in enhanced multicultural understanding here.

Celebrating Our Multicultural Origins

Jane Fukunaga, James Shimabukuro, & John Cole
Kapi'olani Community College

Hawaiian chant, Samoan *kava* ceremony, Korean *tae kwan do* exhibition, Japanese *taiko* drummers, Chinese lion dance, student paper on "Avoiding Cultural Clashes by Creating Common Ground in Joint Venture," *laulau* and *lomi lomi* salmon, faculty paper on "Language Puzzles of the Pacific Islands," student interpretive reading of the Micronesian story "The Island of the Great UN"—these are just a few of the activities that have been a part of Kapi'olani Community College's Asian-Pacific International Festivals.

The festival began in 1989 and has become an annual event. The overall goal is to promote and showcase Kapi'olani's Asian-Pacific emphasis. Besides heightening awareness of cultures in this region, the festival also brings together students, staff, and people in the community in a spirit of celebration.

Festival Activities

The theme for the first year was Life Forces: East and West. Each of the four days was planned around a featured event such as a Samoan *kava* ceremony, Indonesian dancers, Chinese chorus and lion dance, Japanese *taiko* drummers, and a student international choral group. The 1990 festival theme was Origins: East and West.- Similar performances were planned over three days, including a Hawaiian chanter, a Samoan choral group, Korean dancers, *tae kwan do* experts, Japanese dancers, and a Chinese chorus.

All three festivals included a Student Conference (see Fujikawa in this volume), guest lectures, and booths set up by student organizations. The booths featured a variety of activities and artifacts such as Chinese calligraphy; ethnobotany displays; *shiatsu* massage; *raku*-pottery demonstration; Japanese confectionery cooking; Samoan artifacts; Asian food; and Asian currency. Student clubs also provided ushers for different events and hosts to pass out refreshments. Special ethnic lunches were planned to complement the featured event of each day. Popular Asian-Pacific movies were shown at night primarily for the community.

Additionally, in the second year of the festival, the library and art gallery planned Asian-Pacific exhibits. Interpretive readings by students and faculty were also held at night.

The 1991 festival again combined the Student Conference with other diverse activities, organized around the theme Rhythms: East and West. This theme led to

Filipino Muslim dance from the highlands regions.

American Samoa Community College's Swing Choir energetically opened the 1990 festival, Origins: East and West.

a focus on music and dance performances, fiber art in the college gallery, films about ritual and the pace of life (*Floating Weeds* from Japan and *Trobriand Cricket* from Papua New Guinea) and forums on Seasonal Agriculture and Culture; Pulse and Purpose: Chant in Various Cultures; Hawaiian Chant: Meaning and Method; and Asian Spirit in Western Arts. The KCC food service program selected Hawaiian, Pacific, and Asian menus rich in taste and tradition. Student organizations created booths displaying recycling strategies, Chinese calligraphy, and Spanish dance. One morning, a potter and a spinner demonstrated their crafts in central locations on campus.

Assessment

The festivals have been very successful; however, they do require an enormous amount of time and energy. In the three years, we, the overall coordinators, have learned quite a bit about festival management. Some of it may be useful to colleges planning similar celebrations. Prior to planning, though, an institution should determine whether it has the philosophical commitment and the necessary resources to hold a cultural festival. Some questions that need to be addressed are:

- Philosophically, is the institution committed to an Asian-Pacific emphasis?
- Does the institution have sufficient Asian-Pacific offerings to showcase?
- Would a festival support the curricular offerings of the institution?
- Would the community attend such a festival?
- Is there adequate faculty, student, and administrative commitment to promote a festival?
- Is the festival unique in the larger community or does it duplicate similar events?
- Are adequate facilities available?
- Are there funds to release participating faculty and administrative support personnel from their regular duties?

- Are there funds for publicity, equipment, honorariums, stipends, meals for guests, postage, and incidentals?

Answers to these questions will help a college to decide whether or not to begin planning a festival. At Kapi'olani, the answer to all questions has been affirmative.

In the course of planning three festivals, we have come to rely upon an organizational structure based on a network of coordinators. Instead of describing the structure in the form that necessity dictated, we have decided to present it in a form that may be more generally applicable to other colleges. In our universal, or ideal, conception, the primary coordinator oversees the efforts of three supporting coordinators: facilities and logistics, public relations, and program. Each coordinator, due to the enormity of the tasks, should be given reassigned time. The coordinators' responsibilities are as follows:

Facilities and Logistics Coordinator: to acquire the facilities and equipment needed for each event and activity; to procure the rooms, audiovisual equipment, furniture, stages, booths, and decorations; to be responsible for the physical layout for each event and activity; to ensure that the furniture and equipment requested are installed according to specifications; to coordinate scheduling with and oversee the custodial crew and audiovisual equipment operators; to provide requisite parking and sinage for the community.

Public Relations Coordinator: to create fliers, posters, and signs; to supervise community mailing; to disburse press releases; to publicize events in the campus media; to arrange for videotaping of major events; to distribute brochures and posters to appropriate community facilities (libraries, shopping malls, supermarkets, community bulletin boards); to invite other academic institutions and officials to participate.

Bon dance in Honolulu, Hawai'i, is a Japanese tradition of ancestor worship that is a community event.

Kumu Hula John Lake is a respected teacher of Hawaiian language and hula.

Program Coordinator: for the featured events, to recruit hosts who are responsible for arranging speakers, presenters, performers, audiovisual presentations, and exhibits. These hosts are also responsible for guest parking, meals, introductions, and leis (in Hawai'i). The coordinator's primary function is to facilitate the hosts' efforts. The coordinator invites student organizations to sponsor booths and manages their equipment needs. He or she also oversees the exhibits at the library and art gallery and works with the food service staff to develop an Asian-Pacific menu that complements the featured events.

Overall Coordinator: to supervise the efforts of the other coordinators and to manage the budget. This person also works closely with the Student Conference coordinator. He is also in charge of any available clerical help. He meets with the other coordinators on a regular basis. In planning the budget, the coordinator should be apprised of the college's fiscal policies in advance to expedite planning. We also strongly recommend that funds emanate from one, rather than many, campus sources.

All involved in the festivals should be culturally sensitive to the protocols, customs, and rituals of the various ethnic performers and speakers. For example, in the Samoan *kava* ceremony, there is a special seating arrangement, order of greeting, and gifts; among Asian dancers, some will perform on wooden floors only—never on concrete; in their demonstrations, Chinese calligraphers require special writing utensils.

The festival has proved to be a rewarding experience. It creates a sense of unity and promotes the college's Asian-Pacific efforts within the larger community as well as on campus.

Future Prospects

Next year, 1992, will be the 500th anniversary of Columbus' first voyage to the New World. In keeping with this event, the 1992 festival theme will be Horizons: East and West. This theme will serve as a medium for sensitive and objective discussions on topics such as discovery, navigation, education, perception, and innovation.

The Kapi'olani Asian-Pacific Emphasis committee believes that the success of the festival has outgrown its once-a-year, three-day format. Although it will remain our primary international and intercultural celebration, we are proposing to the administration the development of a year-long lecture and performing arts series, based upon a festival theme, which will lead up to and culminate in the spring festival. Kapi'olani's Honors Program is also exploring the possibility of colloquia-for-credit courses, and the two endeavors might be easily integrated.

We will report on the proposed 1992 expanded program as well as 1993 festival planning at the Beacon conference, and we look forward to working with interested institutions as they develop festivals and fairs celebrating the rich cultural heritage of Asia and the Pacific.

A Supportive Environment for International Students

Regina V. Ewing
Kapi'olani Community College

The American community college is unique among the world's educational institutions. Nowhere else can a student who has had relatively little formal education enter so easily into a quality higher education experience. The community college is the quintessential second chance.

In some countries a student is tested and chosen for a university track while still in grade school. Usually a person who has reached adulthood without being selected for university is forever excluded from higher education. In some situations a person's family status or wealth may influence the outcome; however, for the vast majority, lack of academic excellence early in life bodes a future devoid of further formal education.

Across the United States, cities and states have chartered community colleges with the express purpose of providing higher education opportunities to all its residents, the only requirement being desire. The intent is to serve the adult population in the immediate area and, on a limited basis, nonresidents from other states or foreign countries (at Kapi'olani Community College [KCC] this population is limited to 10 percent of the total enrollment).

Since most community colleges are open entry (or open door), admissions exams are not required. This ease of acceptance, along with the transferability of liberal arts credits and the variety of technical degree programs, makes the community college highly attractive to the foreign student. Add to this the smaller class size (compared to typical freshman and sophomore classes at universities), the emphasis on teaching rather than research, and the lower tuition, and the academic package is most difficult for the foreign student to resist. The only true deficit in this picture is the lack of campus housing.

On the one hand, why foreign students apply to community colleges, which make little or no effort to recruit students, is obvious. On the other, why a community college, with a mission to serve the community, wants foreign students on campus, is not so obvious.

The answer that immediately leaps to my mind is education. While in college, students are exposed to and involved with different cultures, thought processes, languages, world experiences, traditions, political processes, etc. Through the international student's presence on campus, the concept of the global community becomes a reality; and the campus, more specifically, the classroom, becomes a microcosm of the world. This is especially true for classes in which the instructor incorporates into the curriculum the international student's knowledge and experiences.

The international-student-as-teacher concept has been a part of some universities for years. While Hawai'i is in an advantageous position in the middle of the Pacific and is blessed with wonderfully diverse cultures, many of its residents never travel to other countries, never experience firsthand being surrounded by a culture different from their own, and never are put in a position to have to consider an issue from a completely different perspective. The same holds true for many areas of the continental U.S. For these areas, the presence of international students is, for the creative faculty, an invaluable resource. (The value of the international student, who is a resident and citizen of another country, could apply equally to the recent immigrant on campus.)

As the new foreign student advisor at KCC, I learned that while we allowed for the enrollment of international students, we did little to encourage their presence.

Identification of Areas to Be Addressed

KCC required that a foreign student, to be considered for admission, score 600 or higher on the Test of English as a Foreign Language (TOEFL). The University of Hawai'i at Manoa (UHM) required 550, and in some cases 500; Harvard Graduate School required 600. In contrast, KCC's 600 TOEFL requirement was so high as to appear exclusionary. Furthermore, KCC has no English language program specifically designed for international students; thus, international students need to come equipped with college-level English skills. The English as a Second Language courses we do have are for immigrant students and consist of a maximum of 11 credits—not enough to satisfy the full-time requirement for an F-l student. The inordinately high TOEFL requirement and lack of international student programs were at odds with the stated intention of the faculty and the administration, whohave promoted an Asian-Pacific emphasis across the curriculum at Kapi'olani.

Additionally unwelcoming had been the students' confusion over the difference between the M-1 (a student visa for those enrolled in nonacademic, trade, or technical training programs) and F-1 (a student visa for those enrolled in liberal arts programs) visas and KCC's handling of individuals who possessed other types of visas. This latter group often only wanted to take a few courses to improve their English skills. The college seemed to be trapped in red tape that was choking off a positive response to the international community. We subsequently learned that the problem was due to bureaucratic inertia—the belief that established procedures, while no longer filling any useful purpose, must remain the way they are because that is the way they have always been.

I have found that the confusion over international students fuels frustration and lack of understanding. The more I worked with this exciting and enthusiastic student population, the more I became aware that most faculty, administrators, and students—in fact, practically everyone in the college community, international students included—did not understand the difference between students from foreign countries with student visas and students already here who were born in foreign countries. The very definition of "foreign student" does, in fact, vary from college to college even within the UH system. Clarification of the types of foreign students and the processes needed for the enrollment of each was appropriate and necessary.

Since my mission as a student services faculty member is to serve students, and because one of my areas of responsibility is foreign students, I decided to actively pursue the streamlining of procedures used with foreign students.

Implementation

The TOEFL Score Used for Admissions. The first of three major changes that KCC has undertaken on behalf of its foreign student population began in earnest when the ESL instructor and I learned of our mutual concern that the TOEFL score of 600 was exclusionary and academically inappropriate. Also, KCC was waiving the 600 TOEFL score for most of its foreign student population: only three of the 26 that semester had over 600 on their TOEFL. This waiver process took time and was an additional burden on the counselors, the dean, and the registrar; needless to say, it was a cause of anxiety for the student.

While my ESL colleague researched the use and misuse of the TOEFL from an academic, instructional point of view, I pursued information through the National Association of Foreign Students Affairs (now known as NAFSA: Association of International Educators) about admissions practices of other institutions; I also conducted a small local research study.

The purpose of my study was to determine if there was a correlation between a student's entry TOEFL score and his grade point average. A second objective was to determine whether the TOEFL was an accurate predictor of academic success.

I requested data on foreign students for fall 1988 from several campuses on O'ahu. I specifically asked for entrance TOEFL scores and the grade point averages at the end of the first semester. Because of the limited time frame, only Chaminade University was able to respond. (The results of this survey were shared at the Hawai'i State Conference of NAFSA that spring.) While the sample was very small and limited to one campus, the results were still quite surprising.

All of the students included in Chaminade's data were enrolled in freshman-level liberal arts courses. No one taking remedial, developmental, or ESL classes was part of this group. The results, while indicating what I had suspected, were surprising even to me. (See tables 1 and 2 on page 41.)

The data frequently showed an inverse relationship between the TOEFL score and the GPA: those students with the highest GPA had the lowest TOEFL, and those with the lowest GPA had the highest TOEFL. This was true both with individuals and with group averages. The Philippines and Southeast Asia/China were at opposite ends in each area. Only two students from the Philippines and 14 from Southeast Asia/China were included in the survey; thus, the results are open to question. Still, they are interesting. With a total sample of only 91 students, a definitive analysis may not be possible. Several scenarios are likely.

One possibility is that people in some countries use English frequently in a locally adapted form (e.g., the Philippines) or emphasize written English (e.g., Japan), which may account for high TOEFL scores. These skills may not necessarily transfer into American classrooms. The study of written English has not been widely available for very long in China; thus students' writing skills may not be as developed as those of students in other countries. Another possible explanation is the manner in which standardized exams are given. Some countries have very different testing styles; for students from these areas, sitting for a timed test, such as the TOEFL, may be very difficult and the results may not give the best indication of skill level.

Another possible explanation is the question of academic seriousness. China has for years required students to prove their academic skill before being considered for study abroad. With few exceptions, students from the People's Republic of China (PRC) have studied at the university level at home before enrolling in KCC. In some other countries, the American community college system offers a second chance at higher education for students who have not achieved academically or whose parents are not sufficiently influential or wealthy to secure a place in their own universities. These students may not have the same level of academic skill and motivation as their counterparts from other countries.

These scenarios exploring the causes of the results, while possible, vary tremendously from country to country, from city to city, and certainly from student to student. Whatever the reason, the one definitive outcome is that there is no direct correlation between TOEFL scores and academic success. The TOEFL measures only what the Educational Testing Service has designed it to measure, that is, skills in listening, reading, vocabulary, and grammar.

As a result of our cooperative efforts and research, the faculty senate was presented with a case for changing KCC's TOEFL score requirement to 500. They found the arguments compelling, and agreed to the change. Student Services and the administration concurred.

The Use of the M-1 Visa. To further improve service to foreign students at KCC, the M-1 visa was considered. The M-1 is for students enrolled in nonacademic, trade, or technical training programs. It is very restrictive, limiting a student's time in the U.S. to exactly the length of the program, forbidding a change of major, and requiring renewal after the first year of training is completed. According to my contacts at the Immigration and Naturalization Service (INS), the purpose of the M-1 was to prevent unscrupulous proprietary schools from dumping foreign students into the American work force. Some organizations evidently promised training and jobs in America in exchange for a huge tuition payment. The M-1 was never intended to interfere with the pursuit of an education by a foreign student.

Table 1. Foreign Student Enrollments
Chaminade University, Fall 1988

Country or Continent	Students
Japan	27
Hong Kong, Macao	22
Malaysia, Taiwan, Peoples Republic of China, Indonesia, Thailand	14
Pacific Islands	11
Europe (Israel)	6
Singapore	6
Philippines	2
South America	2
Africa	1

Table 2. Foreign Student TOEFL Scores and GPAs
Chaminade University, Fall 1988

Average TOEFL		Average GPA	
Philippines	607	SE Asia/China	3.79
Singapore	588	Europe	3.60
Europe	570	Hong Kong	3.50
Pacific Islands	558	Singapore	3.18
Hong Kong	530	Japan	3.04
Japan	484	Pacific Island	2.89
SE Asia/China	434	Philippines	2.67

Sometime in the past, possibly in the pre-college era when all the campuses were still considered technical schools, the Hawai'i community colleges may have used the M-1 visa for all their students. When the campuses became colleges, instead of dropping the M-1 designation, the F-1 was added for Liberal Arts students. This is possible under the INS regulations; however, it is not required. To use or not use the M-1 visa is entirely the college's decision.

This I learned quite by chance while visiting some community colleges in the Pacific Northwest, none of which used the M-1 designation in their Associate of Science (AS) programs. Upon return to Hawai'i, I contacted several individuals in the UH system and INS to confirm what I had learned. It was important for me to stop using the M-1 status if that were acceptable because a number of students had problems with it, causing them to return home prematurely. I hoped that this new information might prevent a recurrence.

The assigning of the M-1 status to a foreign student based on the major he selects is troublesome for many reasons. The primary reason is that often students do not understand that many of the AS degree credits, such as those in KCC's accounting program, do not transfer to UHM or that the M-1 would prevent students from transferring (changing their major) even with credits that did transfer. Even if a student did not transfer but decided to complete the AS degree and return to his home country without further study, he would be penalized if any background or remedial courses were needed (which is often the case for all students). The M-1 status served no useful purpose for the college and was detrimental to the student. After hearing the reasons outlined above, the dean of Student Services and the provost decided to discontinue the use of the M-1 visa.

Admissions Procedures for Non-F-1 Foreign Students. A third area of concern was the admissions procedures used for students who already had other types of visas—not student visas—which allowed them to be in the U.S. These may have been business visas, diplomatic visas, working visas, or dependents' visas—even tourist visas. We were requiring these people to again justify their presence in the U.S., their financial situation, their English skill level, their academic background, their ability to pay medical bills—just as we do for foreign students. None of these requirements are appropriate for people in these categories. It was a very cumbersome and discouraging process for these students who often only wanted a course to enhance their American experience, such as art or ESL. In addition, it was a great deal of extra paperwork for faculty and staff.

I again checked with the Immigration and Naturalization Service (INS) and with the UH's International Student Office to see if the process could be streamlined. INS said it had no requirements of any kind for this classification of students. We, in the UH system, were free to do as we wanted. KCC's dean of Student Services agreed that if INS had no specific rules, then neither would we. The college decided that the non-student visa applicants would be treated like any other nonresident for tuition purposes.

One proviso was put in place, however: acceptance of students in this category did not guarantee approval for an F-1 visa, should they later decide to change their status. They would have to go through the foreign student application process. A statement of understanding, regarding this stipulation, was drafted for students to sign at the time of application. This process has been in place for a year now and has worked very well. It has increased our international community at KCC and decreased the frustrations felt by students previously. It has also cut back to some degree on KCC's extra paperwork.

Results and Assessment. As a result of these changes in the procedures designed for students from the international community, I am encouraged to continue questioning, eliminating, or refining cumbersome routines. Quite often I am sure things are as they are not because we consciously want them to be, but because we are all so busy with our day-to-day survival. From my own experience with these students, however, I know the effort and additional time and attention required is worthwhile. As educators both in the classroom and out, we all need to be on the lookout for ways to improve our institutions.

The fall enrollment of foreign students at KCC has increased from 32 in 1988 and 55 in 1989 to 77 in fall 1990. Since KCC does no recruitment in the international sector, it is evident that the international grapevine works very quickly indeed and that the more reasonable 500 TOEFL score is playing a very positive role in building the college's international student population.

During the 1989-90 and 1990-91 academic years, I have personally counseled over 22 F-1 students who had mistakenly selected the AS instead of the liberal arts major they needed in order to transfer to a university.

KCC's decision to use the F-1 visa designation exclusively has saved these 22 students the expense, time, and disappointment of having to return to their countries and wait a year before applying again to get into the academic major of their choice. Despite clear information sheets explaining the differences among the various majors, foreign students often misunderstand the descriptions and procedures. In my opinion, all community colleges need to be most circumspect in the decision to grant M-1 visas to foreign students.

Finally, the non-F-1 foreign student is now entering KCC easily and smoothly and taking a wide variety of courses. We have 44 such students this year. I am sure this is an increase over the last several years, and I am just as sure that the numbers will continue to increase.

Assessment of these policy changes is being done now. The evaluation process, however, will continue and hopefully will result in a more dynamic international emphasis in even more areas of campus life.

Future Directions. From this experience I have learned to not accept all that we do at face value, but rather to understand, when possible, the underlying reasons. Sometimes this may boil down to "because the computer program is set up that way." Being able to share with a frustrated student the why's of a requirement often helps diffuse emotions. At the same time, an understanding of rationale may also lead us to adjust procedures so that they are more student-centered. We must all keep in mind that students are the reason for the existence of our institution and that sometimes we must remind our legislators, university administrators, and our esteemed colleagues of this fact.

KCC has a commitment to internationalization. This is reflected in the Asian-Pacific emphasis, in the college's expanding ESL program, in opportunities for study abroad for both students and faculty, such as our Summer Art Program in Italy, and the UH study-abroad programs in Japan, the Peoples Republic of China, and London. KCC, taking advantage of Hawai'i's unique location in the Pacific, offers training for local businesses interested in the international arena, designing credit and noncredit courses to fill the ever growing need for Asian-Pacific awareness and knowledge. International students are encouraged to participate in Student Activities-sponsored culture and language clubs; sports clubs; departmental major clubs such as data processing, accounting, sales and marketing, drama; and the Honors Society. Finally, the Pacific-Asian Students Association (PASA) has contributed greatly to the international activities on campus.

KCC has a number of students from Europe, South America, Africa, and the Middle East. We do not presently have an International Club; however, through the encouragement of several students (Malaysian, Japanese, Israeli, and Scandinavian), such a club will be offered next year along with an international student newsletter. It is hoped that in the not-too-distant future an international center may be designated on campus, which will provide a meeting place for the many and various nationalities represented on campus, including Americans who want to become more internationalized in a relaxed, informal setting. We are hoping that resources will be allocated for the immigrant population served by these projects.

KCC has come a long way through the efforts of many faculty and the support of a concerned administration to internationalize the campus in a vital and useful way. Much more, of course, needs to be done, but dynamic growth in whatever manner is always important to a college campus.

Every student from another country on our campus adds to the educational breadth of KCC's American students. This exposure cannot be acquired from books or lectures alone. As a counselor and foreign student advisor, I have new areas of interest and challenge, and my next goal is to facilitate more interaction between Americans and internationals on campus. The possibilities are endless.

The New American

Frank Noji
Kapi'olani Community College

The term "New American" has been used recently to distinguish the immigrant from the international student who is here on an F-1 visa. It could refer to a recent immigrant who is already adapting to American culture. For the English as a Second Language (ESL) program at Kapi'olani Community College (KCC), however, it means "New Type of American." The New American is a person who is not only comfortable with American culture but also a person who is comfortable with his own ethnic background. One of the missions of the program is to help this person take his or her place in America's—and Hawai'i's, in particular—pluralistic society. As an integral part, he can add a whole new dimension. The goal, then, is to develop multicultural citizens.

While the English language and American culture is emphasized, we, the ESL instructors, also encourage and expect the student to be articulate about his own culture. We urge him to speak and write, for example, about his customs, to compare them to the practices of other Americans. All of these activities are done in an atmosphere of respect for all cultures. The student should leave the program with the idea that English is not used only to express the ideas and values of the English-speaking society, but that it can be a medium to express the ideas and values of the non-English-speaking cultures as well.

The ESL Population

According to statistics published by the Hawai'i State Department of Health, 1,022,745 people were living in Hawai'i in 1986. Of this number, 133,113 were foreign born. Within this population, there were 13,066 from China (including Taiwan), 19,157 from Japan, 9709 from Korea, and 66,175 from the Philippines. Naturalized citizens numbered 71,815, and aliens, 53,329. In 1988 alone, 6637 immigrants were admitted to Hawai'i. The highest number of immigrants came from the Philippines, with South Korea, China, Vietnam, and Japan following in order. Also in 1988, 3763 persons were naturalized.

As for language spoken, according to a 1980 statistic, 228,955 persons spoke a language other than English at home. Of this number, 37,797 said they did not speak English well, and 5874 said they spoke English "not at all." There were also 21,740 persons who spoke a Polynesian language at home. Of this number, 2220 said they did not speak English well and 100 said they did not speak English at all.

The student population at KCC reflects the immigrant population of the State. A large number of Filipinos are enrolled in special or noncredit classes, but few are in the credit program. A large number of Korean and Chinese students are in the credit program. The student population also includes Indo-Chinese (which includes Vietnamese, Laotians, Cambodians, and Malaysians), a small number of Micronesians from Saipan, Pohnpei, and Chuuk, and a few Japanese.

KCC offers two types of ESL programs: noncredit and credit. Students in these programs come from different sources. The students in the noncredit program are referred by agencies, and the students in the credit program are from the community at large.

We receive requests from a number of agencies to conduct short-term ESL training programs or workshops. Certain agencies in the community, such as the Department of Health, the Department of Labor, and the Department of Education, come to the college in search of answers to some of their problems.

The Department of Health, for example, approached the KCC nursing department regarding the nursing shortage problem. One solution is to tap the immigrants. In this population, especially among the Filipino and Chinese groups, is a large number of nurses and nurses' aides who are professionally qualified but who are not able to pass the certification examinations. We, the ESL instructors, were asked to teach these New American nurses test-taking skills, including reading test questions, reading directions, and grouping ideas, as well as time management.

We also taught in a special program called the Train the Trainer Program. All uncertified nurses' aides were asked to take 80 hours of training to prepare for the certification examination. Instead of using part of the 80 hours for language training, the ESL staff gave the nursing instructors training in teaching second-language speakers. We conducted workshops in understanding the New Americans from the Pacific and Asia, as well as in teaching techniques. We have already given this three-hour workshop to eight groups of nurses, and we are planning more for the future.

The Department of Labor is interested in seeing competent New Americans in the hotel industry move to higher positions. They approached us with a grant to develop materials to help Filipino workers improve their communication skills so they could move into supervisory positions. After a needs assessment, we found that the major problem was pronunciation and intonation. We developed preliminary materials aimed specifically at housekeeping. They were piloted in two hotels. The self-study materials were then revised and distributed along with tapes. Although there is a problem in getting the workers to attend workshops, the need for ESL training in the hotel industry is great. In the future, we see the ESL program playing a greater role in helping the large group of New Americans in this industry become increasingly promotable.

The Department of Education is also facing a shortage of staff. Actually, it is faced with two needs: more teachers and more opportunities for immigrant employment. We were approached and asked to develop workshops to improve the communication skills of teachers whose native language is not English. They are qualified but are having difficulty teaching or getting a position because of their English skills. We developed 20-hour workshops, which were divided into three components: assertiveness training, classroom management techniques, and language.

The first part dealt with cultural differences in being assertive. It gave the teachers insight into the American way of doing things and the attitudes of their students and colleagues. Part of the assertiveness training was improving self-image and goal setting.

The second part, classroom management techniques, focused on the cultural differences the teachers must face. Most of them came from Asia where the teacher is respected. They have a difficult time in the American setting where the teacher must win the respect of the students. They worked on gaining and keeping control and order in the classroom, dressing and creating an appropriate teacher image, and organizing activities.

The third component of the workshop was devoted to improving pronunciation and overall communication skills. The teachers practiced the English sounds that they had difficulty pronouncing. They recited poems and read children's stories. They also prepared, practiced, and delivered speeches.

We have given four of these programs on four islands. They have been very successful. In fact, we are now offering follow-up workshops. We presented a ten-hour workshop on speech improvement; we are also planning a language improvement camp. These programs have given many qualified, conscientious New American teachers confidence and a feeling that with a little work they can help fill the need for good teachers and thereby contribute to society.

These are the types of noncredit programs that we have been conducting. Our targeted population in each instance is usually a single ethnic group. The Filipino group has been targeted for special training because of its numbers and its willingness to work.

Although approximately 200 New Americans are enrolled in the noncredit programs, the bulk of the students in the credit program come from the workplace where, according to some figures released by the governor's office, there are 100,000 illiterate adults. The Hawai'i Statewide Literacy Assessment conducted by the Governor's Office for Children and Youth suggests that 19 percent of the adult population of Hawai'i is functionally illiterate. A large number of the 100,000 adults are New Americans, mostly from Asia and the Pacific.

A new source of students in the credit program is the deaf. The ESL program was opened to this population in 1987. Many of the deaf in Hawai'i do not have the reading and writing skills to be successful in college. Because their means of communication is American Sign Language, English is a second language for them; therefore, they share many language problems with ESL students. For this reason, we have made our credit classes available to them. Together with Gallaudet University, which has opened a branch in Hawai'i on the KCC campus, and the

Special Student Services Office, deaf students have been recruited and given special help via tutors, interpreters, and financial aid. Eight to ten deaf students are enrolled each semester in ESL classes, and they are beginning to move into the regular college curriculum.

The deaf students who now attend KCC are mainly from the Asian-Pacific area. Some are from Korea, the Philippines, Samoa, Saipan, as well as the local community. In the future, with support, the ESL classes can be made available to other areas, such the Commonwealth of the Northern Marianas, the Federated States of Micronesia, the Republic of the Marshall Islands, Belau, American and Western Samoa, and the Philippines, which do not have any programs or facilities for the deaf. Also, countries such as Japan and South Korea have shown interest in our program.

The Credit Course Program

Although the mission to meet the immediate needs of the community, for example, through noncredit programs, is important, the ESL program's primary mission is credit courses.

When a person discusses English for nonnative speakers of English in a college setting, he first thinks of the international student instead of the New American. Somehow the international student is college-bound, whereas the New American is a student in refugee programs or survival English classes supported by some social agency. But in the community college setting, the New Americans make up the greater part of the nonnative speaker population. They are also the group that can contribute most to the campus.

International students, that is, students with F-1 visas, on the one hand, are often marginal on campus or in the community because after they complete their education, they return to their home country. They do not have a real stake in the host country or in the host institution. The New Americans, on the other hand, can and probably will play a very crucial role in the college and in the community. They have a stake both in the country and in the college. They are the ones who have the potential to deeply understand both the American viewpoint as well as that of the country of their ethnic origin. They are the ones who can give native American students and faculty great insights into another culture, into other ways of thinking and perceiving. They are the ones who, if given the opportunity to take their place in the system, can add the most to the internationalization of the campus. The goal of the ESL program is to give the New Americans the linguistic skills they need to contribute to the college.

The ESL program offers 11 sections of six courses each semester, filling an average of 253 seats a semester. The population of the two developmental courses above the ESL courses is approximately 60 percent New Americans. Our goal is to develop students' language skills so they can successfully enter the college mainstream, enrolling in a certificate program, working toward an AS or an AA degree, or transferring to UHM.

The Program

KCC could offer two kinds of ESL programs: a literacy program, which would teach survival English and be aimed at the new immigrant whose goal is to learn enough English to be mobile in society, and an academic program, which would concentrate on the English skills needed for success in an academic setting. It would be aimed at the New Americans who hope to go to college.

On the one hand, if the survival type program were adopted, the students would always remain at the fringes of the college. They would not feel a part of the college and would have very little opportunity to contribute to the internationalization of the campus. On the other, an ESL program with an academic purpose would bring the students into the mainstream and therefore into a position to contribute directly to the internationalization of the campus.

Although the ESL course competencies at KCC target both conversational English as well as English for academic purposes, the texts that were being used as well as the general philosophy of the courses emphasized the conversational over the academic—that is, until 1987. Since then, academic skills have been emphasized over the conversational.

This change in emphasis occurred for three basic reasons. First, the ESL courses needed to be more closely linked to the direction and the strengths of the college. Second, the ESL students needed to be brought into the mainstream of the college so they could add to the campus environment. And third, other state agencies already offered survival English courses. For these reasons, we developed the present goal of fostering and strengthening the academic English skills of the ESL students.

The Academic Needs of the ESL Students

The ESL program is designed for New Americans who are reading below the 6.0 grade equivalent (G.E.). The students usually are proficient in everyday English, but not in the academic English required for success in college. They need work in reading, listening, speaking, and most of all, writing. Most of the students are literate in their own language but lack the vocabulary and cultural background to be proficient readers in English. Their listening skills are also weak. They have trouble getting information through lectures. In speaking, their main problem is pronunciation and language use. But of all the skills, writing is the area that causes the greatest frustration. They not only have very basic language problems in word order, tense, subject-verb agreement, etc., but they also have problems with the direct style of academic writing. Their perception of what good writing should be is often very different from what is considered good academic writing in English. We designed the ESL program around these perceived needs and weaknesses.

The ESL Program

The ESL courses are divided into three levels: a basic course for those who score below 4.0 on the placement test; a series of intermediate courses for those who score between 4.0 and 6.0; two advanced courses for those who are taking developmental English courses.

The Basic Course

ESL 001: A Basic Integrated Skills Course for Nonnative Speakers of English. This is a four-credit course which meets daily. It emphasizes listening, writing, reading, and speaking. Listening is the focus during the first six weeks. All of the exercises are based on short lectures. The students practice not only listening skills, but also note-taking and vocabulary building. They also learn organizational patterns, such as process, chronological, classification, etc.

The second part of the course is writing. They use a basic writing text and learn to write short, well-organized paragraphs. They work through the entire writing process. In the beginning, the topics are controlled and a good deal of time is spent on prewriting activities. The students map out all of the information to be included in their papers before they begin writing. After writing, they revise their papers until they are clear of targeted errors. They write ten paragraphs on assigned topics during the semester and ten paragraphs about their own cultural experiences.

During the semester they work on a multi-skilled reading text on their own. The texts are located in the Learning Assistance Center, and the students work at their own pace. The book contains approximately 75 readings with questions. They are required to complete the book by the end of the semester and pass a test on the content and vocabulary.

This reading series covers topics about America that contain culturally valuable information. During the discussion of these topics, we ask them to relate the readings to their culture, to compare and contrast the two.

They also have a grammar workbook in which they are assigned an exercise a day. Although it is a workbook, we ask them to write out the exercises in order to practice English word order.

Still another activity is working with tutors on their pronunciation. Each student is given 25 worksheets containing the English sounds he has difficulty with. He meets with a tutor twice a week to work on this activity. The tutor signs the sheet when the student has mastered the sound, and they move on to the next. The student is required to complete all of the worksheets by the end of the semester.

The Intermediate Courses

ESL 002: A Speaking and Listening Course for Nonnative Speakers of English. This three-credit course has two components: listening and speaking. In the listening component, the students listen to lectures and discuss the content. The lectures are mainly in the social sciences and sciences. Vocabulary is a large part of the course. The students learn many words and are given opportunities to use them in discipline-specific contexts. For example, a unit of the book is on the geography, climate, and population of the U.S. At the end of the unit, each must make an oral report on the population, geography, and climate of his country.

The speaking part of the course consists of pronunciation worksheets and short oral presentations. Each student must work through 25 worksheets on the problem sounds of English.

ESL 003: Reading for Nonnative Speakers of English. In the past, ESL 003 was seen as a skills development course. These courses were developed on the assumption that the students have facility in the spoken language and culture and only lack reading skills. The ESL students, however, are usually proficient readers in their own language but lack the language knowledge base and background necessary to succeed in reading English. The ESL reading course, therefore, must include the functions of the English language as well as background information so the student can begin building the cultural literacy that is necessary to develop reading skills. Thus, the course is not designed for skills development, but for language acquisition. The course is language rich, using reading as a medium for language development. The focus is not on decoding skills, but on content. The instructor's task is to help the students comprehend the text. For this reason, texts chosen for the class discuss issues of American life and culture.

The students must not only read the text but discuss and interpret the content. In discussions, we ask them to comment on the issues from their perspective and to verbalize the differences they see in the interpretations of the issues.

ESL 004: Writing for Nonnative Speakers of English. Great emphasis is being put on writing at the college level. Writing is difficult for native speakers, so it is even more difficult for nonnative speakers. ESL 004, a four-credit course, has three components: grammar and structure, culture, and writing. The students have daily grammar and structure exercises. These exercises range from copying, filling in blanks, identifying parts of sentences, and identifying parts of speech to writing original sentences. The culture component consists of discussions and readings on styles of writing. The students are made aware of the differences in expectations. They compare good writing in their culture to good writing in English. They discuss other cultural differences such as nonverbal communication and directness of expression. The writing component covers the process of writing. The students write paragraphs after prewriting exercises. They write and edit and rewrite their paragraphs. They begin with guided writing and move to fairly unguided tasks toward the end of the semester. In the latter, they write on topics that concern them as New Americans or on topics that are important in their home countries. For example, in a comparison-contrast paper, they may be asked to compare their country with the U.S.

Organization is the major focus of writing, but grammar and structure are also stressed. Targeted areas are tense control, pronoun use, word order, and paragraph organization.

Advanced Courses

ESL 005: Listening and Speaking for Advanced Nonnative Speakers of English. This is a three-credit supplemental course. Although many students score above 6.0 G.E. and can therefore move into the developmental courses, they still need to work on their listening and speaking skills. This course gives them further work on listening to lectures as well as practice in pronunciation. This course is similar to ESL 002, but the lectures the students listen to are longer and more authentic. Intonation and inflection are the foci of the speaking part of the course. They work on articulation and diction. Also important is speaking. Each student gives five speeches, revealing some aspect of his home country. After each speech, the class discusses the ideas.

ESL 100: Expository Writing (Nonnative Speaker Section). This is really a section of English 100 specifically designed for nonnative speakers. It covers the same material as an English 100 course, but it is taught by a teacher with experience teaching New Americans. The topics, resources, and learning activities in the class are relevant to the New American.

Conclusion

Although the ESL program has tried to be sensitive to the needs of the Asian-Pacific population in the workforce, the main mission of the program is to move these New Americans from Asia and the Pacific into the mainstream of college life. Today, despite their rising numbers in regular college classes, New Americans have remained an untapped resource in the internationalization movement. One reason might be that ESL has always been seen as a band-aid program. It has been linked historically with language programs emphasizing survival English. In this scenario, after all the immigrants learn enough English to function in society, they move into the work force and the program disappears. Therefore, the students are never seen as part of the school. KCC is one of the first institutions in Hawai'i to realize that the immigrant population is not transient. This is a growing population, and it will continue to grow as demographic studies have shown. At KCC, the ESL program is not a language program but an integral part of the mainstream college offerings.

Although the college has accepted the New Americans into its mainstream, it has been slow to recognize that this population can provide an added dimension to the life of the institution. One possible reason is that Americans no longer view New Americans as immigrants. They feel uncomfortable asking the immigrant questions about his mother country, assuming that the immigrant has cut himself off from his land of origin and become immersed in his new country. Americans are afraid they might be opening old wounds by asking about the immigrant's homeland.

Most immigrants, in fact, have a great love and longing for their homeland even if they have chosen to come to live in America. In ESL classes, they find an opportunity to talk about their homeland and to compare it to America.

Academically, the New Americans are seen as part of the mainstream, but they are not often asked to play a special role. The administration could be more supportive of clubs and give them a role in teaching others about their culture. The clubs could be a resource for faculty and staff who need information or advice about different cultures. Presently, at a special reception, international students are informed about the opportunities for assuming responsibilities in the college. Perhaps a similar reception could be held for New Americans.

In the future, efforts to tap this population of New Americans must be stepped up. Efforts to bring more into the mainstream of academic life must also continue. To accomplish these ends, support services are critical: counselors must be specifically assigned to this group, and more supplemental classes and workshops must be developed to facilitate language development. Effort must also be made to attract more students from the Pacific and to develop strategies that will ensure their success in college.

The New Americans are a part of the campus, and they are a source of knowledge and insight into cultures. They have experienced the American culture as well as their own. If properly tapped, they can add a rich dimension to the college. In the future, they can demonstrate the power of pluralism. They will definitely be the leaders in the Asian-Pacific Age; because they have the advantage of being bicultural, they will guide the establishment of constructive policies affecting Asia and the Pacific.

Developing Library Support for Kapi'olani's Asian-Pacific Emphasis

T. D. Webb,
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A new 50,000-square-foot library at Kapi'olani Community College will be completed in fall 1991. This facility will allow a considerable expansion of the collection, and will consolidate on the new Diamond Head campus the materials and staff of two smaller libraries that were in use when Kapi'olani was a two-campus college. Planning for the new building began several years ago with visitations to other libraries, searches of library planning and construction literature, and finally, development of educational specifications to guide the architects in the layout of the building. From the earliest phases, planning for this building and its services has included an increase in the library's support for the growing Asian-Pacific emphasis in Kapi'olani's curricular offerings. As this emphasis has grown in the last few years, the library's commitment to serving Asian-Pacific instructional endeavors has become a pillar of the library's long-range plan.

The library's Asian-Pacific plans included the standard selection tools and techniques to enlarge its collection of Asian and Pacific holdings. But the plan also concentrated on two additional objectives: cultivation of external funding sources and incorporation of automated Asian-Pacific information formats. These objectives seemed essential to the library's plans because acquiring sufficient funding for materials to support specific curricula is problem enough for academic libraries. Funding for an emphasis area that crosses many curricular offerings stretches acquisitions budgets even more tightly. And because of the great switch to electronic formats in information delivery, the library staff anticipated that much of the most desirable material would be most attractive to users and most accessible in computerized form.

To date, the library has achieved some of its Asian-Pacific support goals, and others are on track. This paper will discuss the major components of the library's plans to develop its Asian-Pacific resources through a strategy of attracting external funding, with a long-range goal of creating a multinational, computerized information platform in Hawai'i with electronic links to the Pacific community.

Donations from Individuals

Active community involvement played an important role in the planning of the college's new Diamond Head campus. This strong neighborhood support became the first step in developing the library's stronger Asian-Pacific emphasis with outside funding by attracting a distinguished donation from Mr. and Mrs. Tin-Yuke Char. A prominent local historian and businessman in Honolulu, Mr. Char and his wife had collaborated on a number of books and other publications documenting the history of Chinese immigrants and their descendants in Hawai'i. The Chars donated their personal collection of approximately 500 books, along with a substantial sum of money, to establish the Char Asian-Pacific Study Room in the new library. Their donation also created an endowment that will pay for fine furnishings in the Char Room and generate funds to acquire additional titles to add to the Char Collection each year.

In addition to serving as a study room and housing the Chars' original private collection, the library intends to use the room for distinguished receptions, and for lectures, workshops, and exhibits on subjects appropriate to the Chars' work in local history and on Asian-Pacific topics in general. Community agencies and associations whose activities involve Asian and Pacific themes will be invited to use the room for educational activities for the college's students and for the community at large.

The Char Room will provide a desirable location for these groups to come to the attention of the general public and the academic community, and the library staff hopes that in the process perhaps the library will attract more donors with Asian-Pacific interests. And as frequently occurs after a notable donation, other individuals in the community, many of them personal friends of the Chars who learned of the donation, subsequently donated several hundred additional volumes. Most of these were of Asian-Pacific interest or of local importance.

The library's existing staff, however, is not large enough to handle the new programming services envisioned for the Char Room, and the Char endowment will not be able to fund the extra staff necessary. Consequently, it became clear that the library needed to investigate other sources that might fund the additional personnel.

Seeing that one benefactor, if treated cordially, can lead the way for others, the library staff prepared to seek and to receive important donations of materials and funding. In addition to locating prospective donors, this preparation also included drafting policies and procedures that facilitated the donation process and provided donors with complete lists of their donations, suitable acknowledgments and recognitions, and other considerations. The library also compiled a list of preferred donations for contributors who might be contemplating a gift. The library drew from this list repeatedly in the donation campaign described later in this paper.

The library also prepared to receive important gifts by assuming a more expansive vision of itself as a pan-Pacific information provider, and communicating that vision to the community in terms calculated to inspire the confidence of potential donors in the library's goals. With its new, more modern facility, the library had to adopt a more ambitious tenor in its communications, too.

Beginning with the Char donation, then, followed by a conscious self-grooming for gifts, the library staff and the college administration began to raise considerably the level of valuable donations to the library. The process required tasteful publicity, personal interaction, and thoughtful acknowledgement.

Corporate Donations

A key part of the library's outside funding strategy was to communicate its new image to the faculty and enlist their assistance in building the library's resources. And with the help of the faculty, the Kapi'olani library was selected by the Japan Forum (a nonprofit foundation of Kodansha International) to receive a donation of nearly 5000 books about Japan, along with Japanese CD-ROM indexes, an array of computer equipment, and access privileges to on-line databases in Japan and to an international network being constructed that will provide access to information in institutions throughout Japan and the U.S. mainland. These materials will be in Japanese and English, and will begin arriving about the time the new library is completed. The donation will also likely be supported by gifts from other Japanese firms including NEC, Apple Japan, and Canon.

This exceptional donation will have an unparalleled impact on further internationalizing the college's curriculum and will greatly extend the library's growing Asian-Pacific emphasis for our students. Because of their content, the donated materials will also attract many users from Hawai'i's business community. This will greatly promote understanding and commerce between Japan and Hawai'i. Furthermore, because the Kapi'olani library computer is electronically linked to many libraries in the continental U.S., the materials, when added to the on-line catalog, will be accessible to many sites, and will likely generate national interest and contribute to international goodwill between Japan and America.

After receiving confirmation of the donation from the Kodansha Japan Forum, the library employed its fund-raising strategy to use the splendid gift to attract further donations from other sources, both local and international. Part of our plan is to invite local affiliates of prestigious Japan-based businesses to contribute monies needed to initiate on-line searching of U.S. mainland databases from the Kapi'olani library, and to establish a fund to subsidize student and faculty on-line searches. The donation will also allow the library to acquire remote access to a local area network of CD-ROM periodical indexes at the University of Hawai'i at Manoa. Firms will also be invited to establish a technological development fund in the library that will be used to explore ways of transferring information between libraries in Japan and the U.S. electronically.

Large corporate donations such as this are part of the library's strategic plan to establish an information bridge between the mainland U.S. and Japan. Kapi'olani library plans to create a "smart" library, one that will combine multinational computerized, video, and print information sources in a single system. The library, therefore, is asking firms in Hawai'i to participate in the formation of a network that will link American and Asian databases to the organized, accumulated knowledge contained in the library's collections.

An important part of this integrated information system will be a television monitor matrix, or video wall, that is to be installed in the new library near the entrance and adjacent to the current periodicals and reference areas. The matrix will be connected to the head-end distribution complex of the campus television network, which will be located in the library near the circulation desk. The major image on this matrix will be dedicated to cable news channels, while another band of monitors will display additional broadcasts or video bulletin boards. These playouts will include news programming in Japanese, Chinese, and Korean languages available in Hawai'i, and also broadcasts of the library's growing collection of Asian and Pacific videos. The sound portion of all the simultaneous broadcasts will be selectively available through earphones and directional speakers.

The cost of this sophisticated video display system is well beyond the means of the library, yet it will be a crucial element of the library's information services and a graphic symbol of the library's goal to integrate communication channels with stored, organized knowledge. A local bank, therefore, was invited to donate the matrix. In its proposal, the library pointed out that awareness of current information, supported by in-depth background knowledge, yields the richest type of learning and is essential for modern living. By contributing the multichannel video display, the bank would improve students' grasp of the emerging continuity of the Asian-Pacific region with the rest of the world. This in turn will help strengthen Hawai'i's work force and its economic and social position in the developing regional economy. Although the proposal was initially well-received, the bank chose not to support it at this time. We are approaching other potential donors because it is an exciting project.

Other Sources

The library also used the extensive Kodansha donation in its justification for two fellowship requests from the Japan Foundation. The first request was for funds to recruit a Japanese-speaking librarian to manage the Kodansha collection of books, databases, and computer equipment. Presently, the Kapi'olani library has no resources to recruit a Japanese-speaking librarian who can properly manage this valuable collection and provide assistance to the great numbers of students and community members who will desire to use the materials. This made the Japan Foundation Staff Expansion Program especially attractive. If the fellowship is granted, this new librarian will also manage the Char Collection and direct programming for the Char Asian-Pacific Study Room.

The library submitted a second application to the Japan Foundation requesting that the Technical Services Librarian be awarded a fellowship in the Foundation's intensive Japanese-Language Study Program for Professional Librarians. This highly selective fellowship provides airfare to Japan, living accommodations, six months of Japanese-language training, and other benefits. If awarded, this fellowship will significantly enhance the library's ability to process the Kodansha donation and other Japanese materials. Furthermore, this fellowship will be of singular importance in the library's plans to pursue further cooperation with libraries and publishers in Japan and elsewhere in Asia. As mentioned earlier, funding from a corporate donor has been requested to support cooperative projects to develop better means of direct electronic information transfer between American and Asian libraries.

Closer to home, the library requested and received funding and other assistance from the University of Hawai'i Japan Studies Endowment, funded by a grant from the Japanese government. This grant provided funding to prepare articles and conference presentations that would introduce the Kodansha donation to the professional library and information science communities.

The library also became involved in a plan of the University of Hawai'i Center for Japanese Studies to establish a Japanese-English technical translation and interpretation service. This translation service is intended to assist technical translators in Japan and the United States. Because of Hawai'i's time zone advantages, translators in both nations can submit queries for technical translation assistance to the center in the afternoon and receive a response by the following morning. The Kapi'olani library hopes to participate in the endeavor by providing the center with access to desirable technical databases and translation tools as part of the ongoing Kodansha donation.

Through the quick thinking of another attentive faculty member, the library received the private collection of Professor Douglas Oliver, a well-known anthropologist and Pacific studies scholar. Professor Oliver, who was retiring from the University of Hawai'i anthropology department, was willing to let go of his personal collection. With its strength in cultural studies of the Pacific, especially the Australian Aborigines, the Oliver collection adds a much needed balance to the library's growing Asian resources. The collection was of such high repute that the faculty member and the library staff persuaded the college administration to purchase the collection with special funds, thus saving the library precious dollars from its general fund.

In all of these varied activities, the library has made special efforts to work with Kapi'olani's Asian-Pacific Emphasis (KAPE) committee, individual faculty members in Asian and Pacific curricula, the college administration, and agencies at UHM, to achieve a well-coordinated approach to strengthening the library's Asian-Pacific emphasis.

Automation

Kapi'olani library uses its automated system in the assessment and development of all portions of its collection, including its Asian and Pacific holdings. Sorting, counting, and analyzing the records in the bibliographic database by subject, publication date, language, circulation figures, and other criteria have proven very valuable in assessing collection strengths and weaknesses and in providing paths for further development. Often, however, these special studies were not part of the vendor's standard menu of reports, and had to be designed and even written by the library staff. This required a familiarity with such things as system architecture, file structure, and query languages.

Automation was also emphasized in all aspects of the library's strategic plans. The new library building was spatially designed to bring data and video communications channels into the library and accentuate them in such a way that the connection between information about present events and knowledge about the past becomes apparent to users. This feature has the potential to greatly stimulate learning.

The string of Asian-Pacific donations described in this paper fits well into the library's automation agenda. The Kodansha materials will link the library electronically to Japan in both on-line and CD-ROM formats. And as mentioned, donations will also be requested from local corporate donors to establish similar links to mainland U.S. networks, thus making the Kapi'olani library an information bridge between Asia and America.

Similarly, the library's on-line system, developed by the Colorado Alliance of Research Libraries (CARL), links all CARL sites in Hawai'i, Colorado, Maryland, Arizona, and elsewhere in the U.S. into a bibliographic network that users can search instantaneously. For instance, students can search the on-line catalog for the holdings of their local library, then run the same search in the on-line catalogs of any other CARL site through a simple keyboard command.

Gateways planned for the University's CARL installation (UHCARL) will allow its users to link to numerous other remote databases as well. Furthermore, because the CARL architecture allows the easy uploading of any MARC-format database onto the main system, UHCARL plans to upload selected commercially produced indexes, databases, and other resources, along with locally created databases tailored to fit Hawai'i's specific information needs. Once loaded, the data in these resources can then be searched using the same searching procedures as the on-line catalog.

In terms of KAPE, the library plans to use the UHCARL system to create a multinational on-line information platform. With the donated research funds described above, the library hopes at some point in the future to develop methods for loading data from the Kodansha CD-ROM and other data sources directly onto the main UHCARL system. There they will appear as selections on a menu of information resources composed of local, national, and international options. The project to integrate multilingual databases on a single platform serving the Pacific community, although ambitious to say the least, is approachable if it becomes a joint effort between highly committed institutions with strong funding support from willing contributors. If the funding can be found, the Kapi'olani library may itself become an Asian-Pacific research project.

Putting It All Together: Integrated Information

The mission of the Kapi'olani library is to gather information in all formats to strengthen learning. The new building was configured to integrate various information formats according to a scalar pattern. Locating the monitor matrix in the new library's Current Events Alcove close to the current periodicals and reference areas will permit students to follow a topic of interest from its most current stages, through recent treatments in periodical format, and even further into the past by using the library's reference, general, and special collections.

We have observed that students often fail to grasp the full import of local and world developments because they do not associate current affairs with the knowledge contained in library collections. Despite abundant ambient information and mass communications on pressing issues that demand intelligent action, classroom assignments and research may lack the focus provided by accurate current data combined with a thorough grounding in the existing documentation of the issues. The new Kapi'olani library was designed to integrate these various learning formats in a single system.

KAPE will certainly have a part in this blend of immediate information and collected knowledge. The online services donated by Kodansha will be located in a special area of the library along with the print materials that will be part of the donation. The Char Study Room, with its special collections, programs, and exhibits, will be adjacent to the Kodansha collection of print and nonprint information sources. The campus television system will feature regular Asian-Pacific programming on the monitor matrix. The Oliver collection, along with the growing number of other Asian-Pacific volumes, will be nearby in the general collection.

Conclusion

The Kapi'olani library is relying heavily on contributions and on automation to build its Asian-Pacific services and collections. We are midstream in many of the projects described. Future developments are to a large extent dependent on contributions from private sources. Existing contributions have the potential to promote additional gifts from appropriate sources.

In all of this, the faculty, administration, and library staff are working in concert with the community. To supplement our limited budget, we have attracted some outstanding donations and prospective donors. By cultivating the most promising among them in terms of their value and appropriateness to KAPE, the library hopes to establish a unique information facility.

The Maile Aloha Singers

Robert Engle
Kapi'olani Community College

In June 1973, I organized the Maile Aloha Singers as a community performance group. The original intent of this ensemble was to prove that quality choral music could be meaningfully combined with ethnic dance and contemporary Americana to produce a new direction in local entertainment. Most of the original nine members were music majors at the University of Hawai'i at Manoa, and I, the director, was a graduate assistant at the same institution. We soon filed papers to secure a nonprofit orientation, and we maintained this legal status for several years. In March 1980, the Singers merged its operations with Kapi'olani Community College and became a credit class (Music 201), the status it presently maintains; its financial matters were taken over by the University of Hawai'i Foundation, thus allowing for the continuance of its nonprofit status. The group's focus in recent years has shifted to educational concerns, as will be noted below by the change in performance activities.

Between 1973–1980, the group was managed by a number of different persons in the community, chiefly Sam Guerrero, a Honolulu businessman. From the beginning, the group received honorariums for performances. During a brief six-month hiatus in 1977, the Singers attempted to reorganize as a professional troupe; this experiment failed primarily because of the group's size and consequent need to raise fees beyond the willingness of the public to pay. Otherwise, the members have participated for either personal enrichment or academic credit, or both.

Nature of Activities

The organization's activities have always centered on three areas: performing, recording, and touring. Performances are an ongoing activity necessary to the life of the organization. They have been presented in nearly every conceivable setting, ranging from a living room and Aloha Stadium to shopping centers, military bases, churches, schools, hotel showrooms, convention sites, world fairs, private luaus, and park pavilions. The Singers has been producing its own weekly television show on Oceanic Cable Station, channel 20, for the past five years. Many of the performances tie into existing festivals, celebrations (Aloha Week, for example), football bowl games, benefit concerts, and school choral festivals; still others are self-generated concerts for the community in locations such as the Blaisdell

Concert Hall, a high school auditorium, and the University of Hawai'i's Orvis Auditorium.

The Singers has produced four professional recordings: two records and two tapes. Its second was probably the most financially successful: an album featuring Christmas music of the Pacific (in nine languages) released in 1976 and still in print. It has sold approximately 10,000 copies to date. The group's most recent recording, *Pese Paia*, is perhaps its most scholarly attempt. *Pese* features 12 new songs in Samoan, composed and arranged by me. This tape was the impetus for a promotional tour by the Singers in May 1989 to American Samoa and has consequently enjoyed its greatest success there. The tape has also been distributed in Western Samoa, California, and Hawai'i, with subsequent requests for the sheet music and performances of the music by numerous school, church, and community choirs.

Travel Outside of Hawai'i

1981: Los Angeles and San Francisco. Travel has been a major objective of this organization from the very beginning. The Singers visited every Hawaiian island within its first year of operations and continued to make numerous island hops in successive years. Its first attempt at leaving the Islands came in 1981, when it toured Los Angeles and San Francisco. While California is not a foreign destination in the technical sense, it was a necessary step in the building of the program's credibility. For many of our Island students, the mainland is often more foreign than some of the countries we visited.

Enroute, it participated in the California Fiesta Music Festival along with other educational music groups at San Francisco State University. On that trip, it also performed at Foothill College, Los Angeles Valley College, UCLA, Disneyland, and Palos Verdes High School. This particular venture was undertaken as a first attempt at travel outside the Islands and with the intent to further expand to foreign destinations.

1982: Tahiti. July 1982 marked the first time the Singers performed in an international setting. The chosen destination was Tahiti, and the tie-in was the annual Festival of the Bastille. Travelling to Tahiti proved to be an incredible logistical undertaking. At the time, there was only one flight between Honolulu and Tahiti each week and the fare was prohibitive. (We could have flown to France for the same fare.) The mail accompanied us on that plane; thus an exchange via written correspondence took two to three weeks. Phone calls were extremely expensive (one of my five minute calls cost $50) and most communication had to be conducted in French. The language problem was compounded by the fact that most Tahitians prefer to speak their own Polynesian language to French, a language they consider a colonial imposition. Culturally, we had to deal with Polynesian customs, which differed somewhat from the Hawaiian; French and Hakka Chinese practices; and a confusing mixture of protocols. It is not difficult to understand why many groups choose not to perform in Tahiti.

To arrange the tour, I had to travel to Tahiti in November 1981, to shuttle between French- and English-speaking contacts on the local bus (*le truck*), to deal with unanticipated local rivalries, to establish credibility with governmental agencies, and to make contact with local Tahitian-speaking leaders of outlying communities. I had studied the Tahitian language for two years but was very fortunate to be travelling with my language teacher on this exploratory trip. His interest in our project and knowledge of cultural protocol were invaluable.

Even though I had spent a week in Tahiti, I came home with very little concrete information on the amount and type of cooperation I could expect the following summer. Several months later, just days before we were ready to board the charter flight we had managed to join, we received calls from two hotels, each informing us that we would lose our booking if we performed at the other. Both had already published newspaper ads, and one threatened us with a lawsuit, at the airport, if we did not perform for them. Our Tahitian hosts yelled at us over the phone and made ugly threats. The situation was ultimately resolved, although not to everyone's satisfaction, and the trip turned out to be incredibly positive. Upon our arrival, we increased our bookings from four to nine shows. We were very positively reviewed eight times in the local newspapers. We even arranged a performance on the neighbor island of Moorea.

Our adventures on Moorea would certainly make an interesting movie. Of particular interest were the problems of electricity and language. The electrical system was not only different from Hawai'i's, but it also varied from island to island within French Polynesia. None of our converters brought over from Tahiti worked on Moorea. We learned this as hundreds of people were filing into the gymnasium for our performance. We ended up lip-syncing our own tape on their equipment, and having to do the entire show at a very slow tempo.

We received appropriate warning that very few people speak English. This was a source of some difficulty for the students, but we had adequately prepared for the shows. Six months of laborious effort allowed me to narrate each of the shows in both French and Tahitian. Every hula and every popular song was explained in both local languages, even though sung in Hawaiian or English. Our final song, *Aloha*, was sung both in French and Tahitian. Our press book was printed in both languages and distributed at our first day's press conference.

This particular trip was very meaningful to our students, particularly those of Hawaiian descent. Many expressed the belief that they were witnessing their own past culture in action. The tremendous bonding between our students and the local Tahitians was evidenced by an event that took place shortly after we left. A local baby was named after one of our students who had visited the pregnant mother while on the trip. After arriving home, many of our students continued to use Tahitian terms they had learned. Many of them began wearing Tahitian-style *pareus* and attending local Tahitian events. The Maile Aloha Singers has since hosted a number of Tahitian groups that have visited Hawai'i since that trip in 1982.

1983: Canada. A year after our Tahitian trip, we had hoped to tour Europe, but we ended up a bit short of our goal. Instead, we received an invitation to perform at the World University Games in Edmonton, Alberta, in July 1983. The tour was extended to include performance stopovers in Victoria, British Columbia; Seattle; and Disneyland. All performances in connection with the World University Games were coordinated by that agency and were given in the Edmonton area. Most were at shopping malls or city parks, but the concluding show was telecast on Canadian national television from the University of Alberta Stadium.

We were very privileged to stay in the same hotel with 25 other cultural groups that had come from all over the world. There were six groups from Africa alone, and another group from the Pacific—Cook Islands. We ate all our meals together and each evening were treated to performances from one area of the world (Africa night, Europe night, Asia night, Pacific night). We participated with the Cook Island group on Pacific night.

All accommodations (meals, housing, buses, bookings, publicity), except for travel to Canada, were provided by the provincial government. We encountered a few problems, primarily because of misunderstandings created by commercial stereotypes of Hawai'i. The overall effect of the tour, however, was extremely positive and enlightening for our students. We learned not only about Canada, but about many different parts of the world through contact with our companion groups, which were often affiliated with universities.

1984: New Orleans and Mexico. Our goal in 1984 was to sing aboard a cruise ship in the Caribbean. Instead, we chose to capitalize on an offer from one of our members who was from Mexico and who had excellent political connections through his sister, who worked for the Mexican government. We spent a week at the World's Fair in New Orleans before spending two more weeks travelling throughout southeastern Mexico. This particular tour took us to town amphitheaters and auditoriums as a part of the *Casa de la Cultura* program, set up for interstate cultural exchange. We were the first foreign group to be plugged into this series.

Probably the most educational facet of this trip was the realization that our Mexican hosts could effectively organize our itinerary in a more flexible way. We seldom had a structured itinerary. For example, our hosts planned a show one morning, and it was to be performed in the city park that afternoon. I was surprised to find several hundred people were there, waiting for the performance. The primary mode of communication is not newspaper or television, but radio. Everyone listens to the single government station. Thus events can be flexibly arranged.

We rode great distances on overcrowded buses (26 hours at one stretch), and we used our high school Spanish constantly.

We were circulating in parts of the country too close to the border of Guatemala, which was then at war. Numerous machine guns on the streets were a common sight, some in the hands of ten-year-olds. Entering a bank to exchange money meant passing a guard with a machine gun. Our bus was frequently stopped, and we were ordered to produce passports to go from one town to another. Many of the local Mexicans had difficulty understanding just where we were from. They did not associate us with the United States. When we told them we were from the place where *Hawai'i Five-O* was filmed, they began to relate.

Wherever we preformed we used narrative formats and provided press books in Spanish. As a highlight of our trip we were featured on a 90-minute television broadcast.

1985: Japan. We enjoyed doing the fair in New Orleans and decided to try for the following year's fair in Tsukuba, Japan. We managed to get booked into the United States National Week festivities, sponsored by the U.S. Pavilion during the July 4 holiday. Our week at the fair was highly educational and quite enjoyable. We stayed right on the fair grounds and had a week-long pass to peruse the festivities. We were one of three groups representing the U.S., and we did a number of performances in the arena built for that purpose. We interrupted our schedule for one day to visit Tokyo Disneyland.

The two weeks prior to the World's Fair, however, were not quite as enjoyable. We had arranged to sing at four U.S. military bases; the income would have helped to underwrite the trip. Days before our departure, problems erupted in the Persian Gulf and our audiences all left for the war zone; the performances were canceled. We went to Japan on the appointed day anyway and managed to work out a few performances for the two weeks. I spent the entire first day in Japan on the phone (and I do not speak any Japanese) trying to piece together a substitute itinerary. The greatest thing we learned from this trip is: Where there is a will, there is a way.

I believe our students' awareness and appreciation of the Japanese people were greatly heightened on this trip. They were familiar with many of the customs and foods, but had become somewhat jaded by stereotypes acquired in Waikiki via visiting tourists. We narrated our shows in Japanese, but this time with considerable assistance from a local man who had attended college in New Hampshire. Our assigned guide at the fair was a Black woman from San Francisco who had learned her Japanese at the famous Monterey Language School and spoke it very fluently. She also helped us develop our narrative for the show. I did one of the presentations myself, after having learned it phonetically from tapes.

1986: Canada. The next World's Fair was in Vancouver, and we decided to make a return trip to British Columbia. Our performances at the fair were combined with a return to the restaurant in Victoria where we had previously done a luau show series in 1983. We were able to negotiate free housing in Vancouver (at the University of British Columbia dorms); in Victoria, we received free housing in exchange for performances. We also negotiated with Continental Airlines for partial underwriting of the airfares in exchange for promotional consideration. The trip was educationally enriching, although brief. We spent only a week in Canada this time.

1987: Samoa. One of our most exciting trips took place in January 1987, when we were sent by Hawaiian Airlines to Western and American Samoa. We were chosen to help them promote the inaugural flight of Hawaiian directly to Apia, Western Samoa. Our obligations to them included a performance at the airport loading gate for assembled dignitaries, and a community concert with Karen Keawehawai'i and the airlines' own musicians at the Apia Park Gymnasium. We were free to build our own agenda from that point on. We managed to visit the islands of Savai'i, Manono, and Tutuila, American Samoa. In American Samoa, we sang for four high schools, the community college, and the Territorial House of Representatives.

Our arrival in Samoa coincided with the arrival of Hurricane Tusi, and many of our activities were touch-and-go. There was much rain, some apprehension about getting into a boat, and ultimately, a benefit concert in Mapusaga for the victims of the hurricane on the island of Manu'a. Telephone lines were down, and some of the families of performers in Hawai'i were concerned about our safety. Our presence there, however, proved to be a moral and physical boost to the local people in their time of need. This was a tremendous experience for our students.

This trip was especially significant because of a prior incident in 1980. I had attempted to take our group to Samoa in 1980, but met with considerable resistance from my own singers. They were apprehensive about going because of the negative stereotype of Samoans that they had developed in Hawai'i. In short, they needlessly feared for their own safety. When the American Samoa Community College Swing Choir sang at the annual *E Himeni Kakou* intercollegiate choral festival in 1986, my students' attitudes turned completely around. They were anxious to visit these islands. Many of them wear *lavalava* to this day, and ask to go to Samoa every year.

1988: Los Angeles and Chicago. We had participated in a competition of college show groups in 1988; this was a new experience for us. In addition, it had been seven years since we had visited the mainland. In the interim, the Singers experienced a complete turnover of personnel. After first stopping in Los Angeles to visit some of the schools that had visited us in Hawai'i (Citrus College and Riverside Community College), we moved on to the Bismarck Hotel where we met several other groups that would later become our competitors. We survived the first round of cuts and advanced to the finals.

The panel of judges was extremely distinguished, and we felt a great deal of attention was being paid to our every move. We were unable to enlist the support of some of the groups that had not survived the cuts to serve as our cheering section. However we recruited one of the singers from a school in Dallas to move to Hawai'i and sing with Maile Aloha Singers.

This trip served more to educate others about Hawai'i than to educate our students about other places. We did sing in Picasso Square, in downtown Chicago, and we made some contacts that could prove useful in future travel to Chicago. Some of the students experienced snow for the first time, and all of them experienced the ramifications of competition. Our group received the second place trophy. From the five judges, we received two first-place ratings, two second, and one third. The winning group received two first-place and three second-place votes. It was the last judge who determined the outcome. We were quite happy to do so well.

1989: American Samoa. Our trip to American Samoa in 1989 has already been mentioned in this report. We had completed and released a music tape entirely in Samoan and were there to promote the project. This tape was partially in response to the tremendous experience two years earlier. We wanted to do something that would return all the *aloha* we had experienced in 1987. We wanted to take something back to the communities that had so graciously hosted us. The tape was an enormous success. Most of the schools and churches in American Samoa are currently performing the music we left for them on that trip.

Summary and Conclusion

Although the college did not initially take our vision seriously, with each successful trip, our credibility increased. That which we had sometimes accomplished by virtue of sheer will and spirit came to be regarded as an expectation by students and faculty. We are commonly asked, "Where to, this year?"

I would like to think that the college now takes some degree of pride in the Singers accomplishments over the years. We have brought home national honors; we have been selected to perform in national honor choirs with internationally acclaimed ensembles (for example, Up with People). We have been instrumental in the establishment of local choral festivals for high schools and colleges and the solicitation of international participation in these festivals. I know that we get a great deal of respect from the student newspaper, the *Kapi'o*. While this has always been the case, it certainly has increased the past few years.

We have attempted to export some of this expertise to our sister institutions in Hawai'i. In 1985, we organized the first Neighbor Island appearance of the intercollegiate choral festival. Convincing the other schools that going to Kauai was possible for everyone was not easy. Getting us there was a monumental task, and I was determined not to fail the first time out. It was a great success, and the festival was repeated in 1990, in Hilo. Our current thinking is to export the festival every fifth year. There is even talk of reducing the time between festivals; some of us would like to have the festival take place in Samoa some time in the future. Parameters have certainly been expanded and artificial barriers have come down.

Our students have gained a number of valuable insights from our touring program. They realize, as one student told me, that nearly anything is possible. They realize that love does not need to end at the border; that the world is shrinking; that Samoa is closer than California, and that even New Zealand is closer than much of the U.S. mainland; that their roots are just as much attached to the Pacific as they are to more familiar destinations; that being a tourist does not make one an authority on world cultures; and that their preconceived ideas are often incorrect.

I would also like to think that the Maile Aloha Singers somehow figured prominently in the pioneering of international thinking. In the 1970s, when this sort of thinking ran contrary to the nation's mood, we were looking beyond Hawai'i. In those days, community colleges were supposed to be concerned about their own communities. I find it gratifying to be thus exonerated by time and experience.

Americans are notorious worldwide for their ignorance of foreign languages and cultures and for their belief that the American life-style is undoubtedly the best for everyone else in the world. Samoans, incidentally, also believe that their culture is the best in the world. There are certainly others who believe the same about themselves.

The things we need to learn about the world will not all be found in a classroom on the Diamond Head campus. Kapi'olani Community College's Maile Aloha Singers is doing its part to expand the students' horizons beyond the confines of our wonderful state. I believe our experiences will be replicated many times in the coming years by other American schools and colleges.

Filipino Student Transfer Programs

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In recent years, the status of minority students in higher education has attracted widespread attention because of their proportional decline in college enrollment nationwide. The problem is crucial in many respects. Should this trend continue, some observers believe that the nation's international standing will be eroded by highly educated and motivated competitors abroad. And still others emphasize their concern over our society's failure to provide each individual with an opportunity for an enriching, liberal education, enabling our citizens to participate in a truly informed democracy.

More than ever, there is a crucial challenge for universities and colleges to devise innovative ways to recruit and retain talented students as we head into the next century, where the minority population should play a prominent role in all sectors of society.

Two programs serving Filipino students are the University of Hawai'i at Manoa Transfer Project (UHTP) and the Leeward-Manoa Transfer Project (LMTP) at Leeward Community College (LCC). Together, these programs assist Filipino students pursuing higher education. Of the seven community colleges in the UH system, only Leeward has a program specifically aimed at Filipino students. What follows is a brief description of the programs and the linkages between them.

The UH Manoa Transfer Project

UHTP began in 1987 through a private grant provided by the McInerny Foundation. The grant was used to assist Filipino students who were pursuing higher education because, among Hawai'i's five major ethnic groups (Caucasians, Japanese, Hawaiians, Filipinos, and Chinese), Filipinos had the lowest median number of years of schooling completed (12.1 years), the lowest percentage of college graduates (10.8%), and the lowest percentage in administrative positions and professional occupations (males 8.5%; females 9.9%). These figures resulted in Filipinos having the highest percentage of workers (males 25.4%; females 27.4%) employed at the lowest end of the occupational scale, and a median family income ($20,500) that was among the lowest of Hawai'i's ethnic groups.

Moreover, though Filipinos comprise the third largest ethnic group in Hawai'i, representing 11.1% of the state's total population, they comprise only 6.3% of the

Leeward's Filipino transfer students sell traditional foods to raise funds for other cultural activities.

student population at UHM, a substantial discrepancy when considering that Filipinos make up 19% of the population in the public school system, grades K-12.

Fortunately, at the community colleges, the numbers were more encouraging. At LCC, for example, Filipinos make up 18.9% of the population, while at Honolulu Community College (HCC), Filipinos represent 18.2%. As a result, UHTP was conceived to reduce some of the barriers that Filipino students face in their quest for higher education. It was assigned the task of identifying where the Filipino students were—the community colleges—and channeling them into UHM where they would be provided financial, academic, and student service support.

Since UHTP's inception, it has received support from Operation Manong on the UHM campus. This assistance has played a major role in the success of the program. Operation Manong, which eventually housed UHTP, began in 1972 as a Filipino student advocacy group and subsequently became a department at UHM to provide academic and student service support to Filipino students and other underrepresented ethnic groups, such as Samoans and Indochinese.

Yearly, Operation Manong allocates $20,000 of its operating budget to 20 students who are accepted into the program each semester. At UHM the scholarship recipients, or TP scholars as they are called, are provided a monthly stipend of $100 ($500 total) during their first semester. In addition, for the entire semester, students meet weekly with the UHTP coordinator in 90-minute sessions in which they are given computer workshops on the use of spreadsheets and word processors, and on research and writing skills. In these weekly sessions, students are also provided library tours and orientations, and cultural and ethnic identity classes. Occasionally, professors and other guest speakers are invited to attend and address these sessions. Students also meet individually with the coordinator to discuss their academic progress, as well as other pertinent problems that they may be encountering. In sum, it is through the combination of financial assistance, academic service support, and student services through Operation Manong that UHTP is able to meet the needs of incoming transfer students.

Leeward-Manoa Transfer Project

LMTP began as a pilot program to provide academic and personal support to Filipino students at LCC. The core of the program is composed of two classes which students take simultaneously: Social Science 101 for 3 credits and Interdisciplinary 104 (IS 104) taken for 1 credit. The emphasis of SSCI 101 is on student personal development and on group activities, which culminate in several community projects, such as fund-raising drives for charities, high school student tutorials, and a cultural event, the *barrio fiesta*. Concurrently, the emphasis of IS 104 is on career orientation. Students consider career options and share their goals with their peers. Students enrolled in LMTP classes also receive tuition waivers.

Throughout their enrollment, students are provided counseling and guidance, and cultural lab sessions. In addition most, if not all, students become involved with *Susi ng Pilipinas* (Key of the Philippines, a Filipino students organization at Leeward), either as club members or officers, and are thus able to implement some of the central concepts learned in class.

For many students, LMTP is more than enrolling in two classes to gain valuable information through textbook study and classroom instruction. LTMP's objective is to define and overcome educational barriers that many Filipino students face, through culturally appropriate activities and involvement with the community.

Barriers in Education

Over half of the Filipino population in Hawai'i is foreign-born; and since 1967, Filipinos account for over half (54%) of the total number of immigrants in Hawai'i. This figure is significant in light of a State of Hawai'i Department of Education policy, which began in 1981, requiring all high school students to pass a basic skills test for graduation. Yet, because of language barriers, a significant number of immigrant Filipino students fail the test and are unable to receive their high school diplomas, although they are allowed to participate in the commencement ceremony. As a result, the more conscientious students find other means of acquiring their diploma, such as the GED through an adult education program or enrolling at the community colleges. However, at the community college level, many students are subject to the same standardized exams at the onset because of the college's assumption that more remedial classes will improve students' basic skills. While this assumption is, perhaps, correct and laudable, it ignores the basic question: Why do students not acquire these skills in high school? Many Filipino students undergo another alienating experience, similar to the ones they faced in high school, and usually withdraw from college.

Furthermore, the Filipino student's educational habits differ drastically from Western norms because of cultural upbringing. Where a Western student will raise his or her hand in class to attract a teacher's attention, the Filipino student will remain silent or passive, relying on nonverbal cues to attract the instructor's attention; where a Western student is encouraged to express his opinion, the Filipino student is discouraged from expressing his when confronted directly with an authority figure or a superior; and whereas a Western student is likely to solve a problem through individual means, the Filipino student is accustomed to solving a task in a group where constant and immediate feedback is expected.

Thus, LMTP classes, through group and community projects, attempt to bring Filipino and Western norms into balance by providing situations where these norms can be appropriate in certain contexts. LMTP classes incorporate the pedagogy of Calvin Daane, as put forth in his book, *Vocational Exploration Groups: A Manual for Leaders*. Daane, through his research, has developed several counseling models, such as, the Interpersonal Model, the Perceptual Modification Model, and the Problem Identification Model, which are adapted to meet the needs of Filipino students. Furthermore, the ideas of various authors, namely, Eric Berne's transactional analysis, Arthur Combs' self-concept, Dan Fulmer's cultural dynamics in group counseling, and the works of Margaret Mead are combined and modified in activities to foster dynamic interaction during class.

The Leeward to UHM Link

While UHTP began as a pilot project in 1987, it was logical that linkage should be formed between it and LMTP. LCC was also chosen because it had the highest percentage of Filipino students on O'ahu, and its campus is situated near communities that are adjacent to predominantly Filipino populated areas such as Waipahu and Ewa.

In 1988, UHTP expanded its program to service Filipino students from the other community colleges in the UH system. However, because of its beginnings, UHTP still maintains its strongest and closest ties with LMTP.

The following data includes statistics from other community colleges but focus primariliy on Leeward. To date 71 students have participated in the transfer programs since the initial 12 entered in 1987. Of the 71 students, 53 are Filipino. Though both the UHTP and the LMTP recognize the underrepresentation of Filipino students at UHM and seek to rectify it through various activities developed specifically for Filipino students, both programs are not restrictive and have allowed and offered tuition waiver scholarships to other underrepresented ethnic groups. Table 3 indicates that Leeward enables more Filipino students (32) to transfer to UHM than all of the community colleges combined. The numbers are perhaps more significant when considering the population of Filipino students at the respective community colleges (see table 4).

Of the 32 students who have transferred to UHM from Leeward, 3 received their bachelors degree (2 are in graduate school) and 4 are no longer enrolled in school (2 for academic reasons, and 2 for work). The remaining students are still in school. This graduation rate (from a small sample, admittedly) roughly approximates the national average of community college transfers graduating from four-year institutions after three or four years.

Table 3. Filipino Student Transfers to University of Hawaii at Manoa, 1987-1991

College	Filipino Students
Leeward	**32**
Honolulu	11
Maui	6
Kapi'olani	2
Hawai'i	1
Totals	52

Table 4. Percentage of Filipino Enrollment in Hawai'i's Community Colleges, 1987

College	Filipino Students	Total Students	Percent
Leeward	**1,083**	**5,723**	**18.9**
Honolulu	823	4,523	18.2
Kapi'olani	676	5,372	12.6
Maui	380	1,915	19.8
Kaua'i	323	1,164	27.7
Windward	43	1,645	2.6
Hawai'i	(not available)	—	

Table 5. Associate Degree Completion Rate of Students in SSCI 101 and IS 104 at LCC

Semester	Completed AA	Number in class
Spring 1988	10	14
Fall 1988	8	14
Spring 1989	8	15
Fall 1989	14	18
Spring 1990	8	11
Totals	**48**	**72**

At Leeward, the degree completion rate of students enrolled in SSCI 101 and IS 104 between spring 1988 and spring 1990 is 63%; 48 out of 72 students have completed degrees (see table 5). This figure is considerably above the figure derived from a recent study which revealed that at the UH's seven community colleges, "about a fifth [**20%**] of those who enroll as degree-seekers will earn an associate's degree." In addition, according to the report, these rates are comparable to those of community colleges on the U.S. mainland with respect to associate degrees.

Currently, UHM and the community colleges have begun an inter-campus articulation campaign, and one of the results will be a centralized database of student records from which graduation and persistency rates can be culled. When the data is centralized, a more accurate comparison can be made between UHTP and LMTP students vis-à-vis the rest of the student population. At the moment, statistics suggests some early gains. The link between UHTP and LMTP is proving that student transfer from a 2- to a 4-year institution can be smoother and more successful when institutions coordinate their programs in a partnership to ensure student success.

Internationalizing the Technical College Campus

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Fox Valley Technical College (FVTC) receives an increasing number of inquiries about its programs and services from institutions and students throughout the world. At the same time, FVTC district employers continue to expand in the area of international trade, building plants in other countries and preparing their employees to work with, train, supervise, and be supervised by people with other cultural and language backgrounds. As a response to these trends, one of the primary goals of the college is to internationalize the campus environment to prepare for the global society of the future.

Planning and Development

Conceptual Framework. The five goals of international studies identified by the FVTC president and board are: (1) to prepare a marketing plan, featuring FVTC as an educational institution that can attract students globally; (2) to work with instructors to internationalize the curriculum in order to increase students' awareness of other cultures in preparation for a global society and international workplace; (3) to establish exchange programs for staff and students and become a site for international staff and students wanting to study in the United States; (4) to provide seminars, workshops, and courses on international trade for district business and industry; and (5) to provide on-site training for business and industry and educational representatives from other countries.

To assure maximum success for international students, staff, and representatives coming to the campus, services and activities designed to meet the specific needs of the international visitor are under development. While some services and activities are already in place, we are identifying new support possibilities as a result of our increasing exposure to international clients. As we prepare to best serve them, we are finding that individuals on our staff, in the community, and in business and industry are interested in these efforts and are willing to share their experience and expertise.

Currently, the English as a Second Language (ESL) program serves 300 students from 18 countries. In addition, the district has a resident population of nearly 2000 Hmong refugees. With new arrivals and annual secondary migrations, we anticipate that our area will continue to experience an increase in the

Hmong population. Sensitive to the needs of this minority group, we have developed an extensive ESL program.

The district also serves a significant number of Hispanics. Staff at two ESL sites work entirely with Spanish-speaking migrant workers. The ESL program has recently expanded services to area businesses by providing courses for foreign-born employees who are experiencing difficulty with pronunciation and idiomatic expressions.

The ESL program strives to be responsive to community needs. Curricula have been developed to better serve the Hmong who, for the most part, are doubly illiterate. They are literate in neither their native language nor English. Curriculum has also been developed to provide ESL students with career-planning information, job-seeking and job-keeping skills, prevocational training, and program support services.

A group of students from Central America and the Caribbean has been sponsored by the Agency for International Development. The program, CASS, for Cooperative Association of States for Scholarship, brings groups of students to technical and community colleges in the United States for two years to learn a technical skill and about U.S. culture. At FVTC, the students also study the Quality Process. (See Zilinsky in volume III.) The CASS program fits well into our concept of international studies. It is a highly visible, centralized program that has increased the population of international students at the college.

Funding Base. Funding for international studies efforts is limited at this time. Some staff members have incorporated the planning and development strategies, designed specifically to internationalize the campus environment, into their job descriptions. The limited funding approved by the district board is for clerical support, memberships in international studies associations, and staff travel to relevant conferences and workshops. Additional dollars have been made available through CASS, administered by Georgetown University.

At present, international students are charged nonresident tuition. Tuition is determined by state statute. The state director of the Wisconsin Vocational, Technical and Adult Education (VTAE) system has recommended that the state board: (1) seek statutory changes to allow the waiver of nonresident tuition for students attending VTAE institutions as a part of exchange arrangements with foreign institutions where an equal number of students are exchanged, (2) seek statutory changes that would establish a tuition rate for students attending VTAE institutions under federal grants equal to direct costs of instruction plus indirect costs associated with the contracts, and (3) endorse the concept of waiving nonresident tuition under specified, limited circumstances. These changes are essential for international students to afford any of the Wisconsin VTAEs. If changes do not occur, the cost to the student, or the institution representing the student, is prohibitive.

The district strongly supports the ESL program financially. Over $200,000 support five full-time and ten part-time ESL instructors. Approximately $75,000 in federal and state funds allow the faculty to provide creative and innovative programming.

All areas of our international studies program will need additional funding. Major components will include an international student advisor, an international student center, and enhanced library resources. For funding, writing proposals appears to be the most promising avenue at this time.

Administrative Support. Our administration is supportive of efforts to internationalize the campus environment. All vice presidents have participated in planning and development, and have made staff available to work with the international studies coordinator as needed. Administration will determine the membership of an international studies program committee, which, in turn, will assign division staff to technical support teams, for example, curriculum development, project development, and financial planning. The district board has endorsed efforts in international studies and the president of the college is actively involved in all aspects of planning and development.

The board and administration have encouraged and supported a number of activities in the ESL program: Hmong clan leaders were invited to have dinner and meet with board members and administrators; the college rented a downtown facility to provide classes in proximity to students' homes; ESL students were invited to a board meeting to share their learning experiences while enrolled at FVTC; and a limited program for homebound Hmong women and children was established.

Faculty Role. The faculty will have the most contact with FVTC's international students. Many faculty have demonstrated a keen interest in the international studies program; they are interested in the opportunity to have international students in the classroom as well as the opportunity to work with the traditional student who would like to study in another country. The faculty are also very interested in international staff exchange. International experience will increase the faculty's awareness of the international student's needs and enhance the faculty's ability to promote global awareness. The faculty will continue to be involved as members of the international studies program committee and will serve on technical support teams.

The associate dean of student activities works closely with many international student organizations through his involvement with the Multicultural Association. The CASS students and some students from other countries are club members. The associate dean and the Multicultural Association advisor work together with the students to plan specific activities that will bring all students together to share in a variety of cultures. American Indians, Hmong, students from'the Pacific Rim, the CASS students from Central America and the Caribbean, and African-American students share the foods, costumes, dances, and music of their cultures with FVTC staff and students during Multicultural Week.

The ESL staff at FVTC utilizes a team concept in department management. Each member, including call staff, is invited to share and participate in the planning and development of the ESL program and updating of curriculum. The subject area person serves as the facilitator of monthly staff meetings that shape the direction of the program. In the meetings the staff responds to the needs of students and community.

Faculty members gain insights into program trends and student needs by attending interagency meetings, administering annual student need surveys, attending state and district conferences, and conversing informally with students. To ascertain the needs of local business and industry, the staff visits sites and utilizes the expertise of local business people as guest speakers at special mini-sessions. These sessions are topical and occur about twice a year. Subjects range from current legal issues to housing, health care, nutrition, and job-seeking techniques.

Student Involvement. Local student involvement has been limited. In addition to the multicultural activities aimed at internationalizing the campus, international students make classroom presentations both at FVTC and in schools throughout the district. The traditional student has had limited exposure to other cultural and linguistic groups. Involvement is limited and most often occurs in the classroom or through multicultural activities staged in the cafeteria where an audience is readily available. Genuine understanding and appreciation of differences, however, require more in-depth knowledge of other cultures. While providing support for international students, FVTC is working to foster multicultural awareness and appreciation among traditional students.

ESL students are asked, formally through annual student surveys and informally by teachers, what they perceive as major obstacles in their language learning quest. They are also asked to contribute ideas that will facilitate learning. Curricula are continually updated to reflect their ideas. Thus, students feel some ownership in the program.

The ESL staff makes every effort to include student suggestions in the curriculum, grant writing, and operational plan. Students, for example, suggested a textbook checkout system now in place. The development of a special ESL library area is also being pursued.

Community Input. The community has shown an overwhelming interest in international activities. Appleton, Wisconsin, has a full-fledged sister city in Kanogi, Japan, with members from both communities exchanging visits, information, and opportunities for increased interaction. The state of Wisconsin recently contracted to be a sister state to Chiba Prefecture in Japan. Two full days were devoted to cultural exchanges, with the governor of the state of Wisconsin and his staff coordinating and participating throughout. Other international activities are occurring throughout the district: a sister city relationship with Kurgan, the former U.S.S.R., has been established, and exchanges are already in place; the Rotary International is exploring international educational and social opportunities for our community; Lawrence University and the University of Wisconsin system, both located in our district, are involved in international efforts. Much is being directed to Central America and Europe. There is a need to expand our international efforts to include the Pacific Rim.

Members of the community continue to demonstrate an interest in international activities. Sixteen families opened their doors to host CASS students for the first six months of their stay in the United States; eight members of the business community have volunteered to serve on an FVTC international studies external advisory committee. Our college is rapidly becoming a first contact for business and industry wanting assistance in international areas.

FVTC encourages the ESL staff to be responsive to community input. The staff works closely with the public school systems, the Lao-Hmong Friendship Agency, the Visiting Nurses Association (VNA), the Fair Housing Authority, police departments, and local business and industry.

The interagency meetings at the Lao-Hmong Friendship Agency occur monthly. There is currently an attempt on the part of the community to form a multicultural advisory committee that will act as an advocate for minorities in the Fox Cities as well as focus on community multicultural education.

A grant will enable closer cooperation between Fox Valley public schools and FVTC to encourage multicultural education.

The local VNA uses ESL class time to educate students about various health concerns such as lead poisoning, hepatitis B, TB, and local emergency situations such as the recent German measle epidemic.

The ESL staff holds special sessions featuring local area experts in various fields. ESL students are informed about customs and practices in the U.S. that may differ from their own: health and child care, auto maintenance, housing and legal, parenting, nutrition, consumer, banking-finance, grooming, and job-seeking.

Challenges, Pitfalls, Rewards. As FVTC seeks to expand its involvement in international studies, a major challenge will be to overcome ethnocentrism and the apathy that gets in the way of increasing awareness of a global society. Many of the residents of this part of the United States have had limited exposure to other cultures.

Coordination will be another challenge. While a number of efforts are ongoing, they are not coordinated in such a way as to maximize the quality of the outcomes. There is a need to centralize the flow of information so that services can be combined and coordinated. The support needs of international participants are consistent and include to a greater or lesser degree language skills, housing, and health care. Rather than have a variety of people providing similar services, we need to coordinate and obtain from each provider what he or she does best.

Dollars are essential to internationalize the campus. Current statutes restrict district involvement in international activities unless total cost recovery is insured. The tuition formula for international students to enroll in any of the programs and services is prohibitive, unless the student has his own funds or is supported through a grant. Tuition costs, when combined with travel and living costs, make enrollment at FVTC virtually impossible for all but the wealthy international student. Alternative funding sources must be identified. The VTAE system must commit to the internationalization of our districts and seek changes in statutes governing the system that will allow for international student enrollment. FVTC staff, students, and community must be prepared to accept international students. The Laotion Hmong have at times been identified with other Asian groups and thus been the target of discrimination. Awareness of and respect for diversity will have to be a goal in order to create a positive experience for both the international student and the people in our community. Interacting with people from other cultures provides an opportunity to appreciate and value differences.

The opportunity to work with international students, and in particular, students from the Pacific Rim, will greatly improve our chances for achieving global peace, developing a global economy, eliminating myth and misunderstanding, and reducing suspicion.

Developing an effective ESL program is filled with challenges. The first is always to employ a qualified staff. The qualifications include more than being competent in the language. The teacher must be acutely aware of cultures and cultural diversity, and be sensitive to the needs of many and still focus effectively on the problems of specific individuals, both personal and in terms of language learning difficulties. Compassion and respect for others is of primary importance. FVTC is fortunate to have gathered such a staff.

Another challenge is discovering how to group students with different cultural backgrounds, skill levels, personal goals, and abilities. Language learning does not occur in isolation from peers and family. The students need to cooperate and respect differences and to motivate themselves and others in planning their education. Students do not always see the value of taking time to plan, helping others to do so, or looking long-range while working on short-range goals.

The ESL program appears lengthy to the students; progress is slow and difficult to measure. Acquiring knowledge and cultural adeptness is simple compared to expressing that knowledge in another language, competing with native speakers in programs, and convincing oneself and one's family that multicultural interests and acquisitions are a necessary part of living successfully in the 21st century.

Some of the problems of minority students are those echoed throughout the entire GOAL (Goal Oriented Adult Learning) program at FVTC. Extended family responsibilities hamper the learning of those who have reached the upper levels because they are the people called upon to translate for other family members in emergency and community agency situations, and they are the ones called upon to transport family members to legal, doctor, dentist, and school appointments. Therefore, one of our biggest challenges is inconsistent attendance by upper-level students, resulting from differences in cultural perception of family and family responsibilities. Child care, too, is another issue crucial to the success of the program. We need to do more through the school and the community to provide day care for those students who need it.

Of course, there are the restrictions of time and money in planning and development. To keep curriculum updated, utilize new materials, foresee trends pertaining to nonnative speakers, and minimize the amount of time needed to learn the maximum amount of language—these are paramount objectives in an ESL program. Federal, state, and local budgets always affect the scope of our dreams for enhanced literacy and education.

While it is challenging and exciting to change the complexion of society by incorporating many cultures, it has been particularly difficult to bring our Hmong friends into community life. Moving a rural culture into a laser society requires, in addition to an excellent education program, patience, understanding, respect, and time from everyone for everyone.

Implementation and Assessment

Pre-arrival Services. At FVTC, pre-arrival international student services for international students have taken two extremes: either no services have been provided, or all pre-arrival arrangements have been made.

Program and class planning is an example of these extremes. On the one hand, a Japanese student appeared at FVTC to enroll in a program with no idea what the program was. As a result he was well into the program before he realized that he was not in the program he needed. On the other hand, the CASS students were chosen to come to FVTC because of their interest in a specific program. Their needs were carefully matched with the program in which they were placed. Enrolling in a program on the basis of the title alone does not work well for the international student. FVTC could provide more details about programs to a prospective international student; if the student is enrolling short-term, the college might provide details about the contents of various courses. It could also provide some guidance in selecting courses that would be best for the student.

A similar pre-arrival service is to send information to students about the college, the community, the U.S. government, and U.S. customs. The CASS students were sent this information, much of it in their native languages. This alleviated the anxiety of coming to an unknown place. The CASS students indicated that they lacked information about their host families. They did not receive information until they arrived; they reported that they would have felt much more comfortable had they received this information sooner and been able to correspond with their future host families prior to their arrival.

It was extremely convenient for CASS students that housing arrangements were made long before their arrival in the United States. They did not have to scramble for housing when they arrived. Since arrangements had been completed, students could concentrate on adjusting to their new environment rather than on searching for housing.

Public relations is a pre-arrival service for international students that can greatly enhance the exchange experience. In-service for instructors and administrators on students' backgrounds and cultural differences contributed to the success of the program. For some faculty, working with people from other countries can be a disconcerting experience. The workshops made instructors more comfortable with the idea of having the students in their classes. Both instructors and administrators gained a feeling of positive anticipation as workshops proceeded. It was helpful for them to have an opportunity to discuss common concerns about the students and to meet with the coordinator of the program; they realized if they did have a communication or cultural problem, there would be someone on the staff to assist them. An international student advisor might fill the role that the CASS student coordinator did in these in-service workshops.

Another public relations pre-arrival service is arranging for college and community newspaper articles on the new arrivals. These articles can foster a positive awareness of the students before they arrive. The write-ups make it easier for the traditional students and community members to approach the newcomers because they have already been introduced to them in print.

Travel and Arrival. The CASS scholarship program allowed for the luxury of a staff person going to Miami to meet the students. Though this would probably not be feasible for most international students, in the future we will consider setting up an emergency contact for students traveling to FVTC from overseas. This contact person could facilitate a student's travel, for example, if a flight is canceled and the student needs advice as to where to lodge for a night. A contact person can alleviate much of the anxiety that comes with traveling in a foreign country.

The CASS students also found a welcoming committee at the airport when they arrived. Having a person to meet international students' planes is a service that FVTC might offer to all newcomers in the future. Again, this relatively small service can contribute to the ease of a person's adaptation in a new community.

Orientation. Once the CASS students arrived, they received an extensive one-week orientation and additional workshops as needed. The scope and depth of the initial orientation has been credited by staff as one of the main factors in the success of the CASS program. The orientation armed the students with knowledge of the school and the community, giving them confidence and helping them gain a degree of independence quickly. The orientation included:

- Tours of the college and community
- An explanation of the structure of the college
- An explanation of college student services and student activities
- A reception at which students met their instructors and administrator
- An orientation to customs and typical personality traits of people in the U.S.
- An orientation to U.S. public transportation, postal services, laws, and health systems
- Orientation to U.S. banking and budgeting
- Independent living workshops, including U.S.-specific information on operating appliances, preparing meals, and sanitary conditions
- An introduction to community organizations and activities

A positive aspect of the CASS orientation was housing the students in the same building the first night of their arrival and the following day. This allowed for basic orientation, such as how to make a phone call. It also allowed students to rest and bathe after their long trip and before meeting host families and others. Students had an opportunity to unify as a group, to lend each other support before going off to host families and beginning studies.

Though we tried to anticipate the students' needs with the orientation, there are some things we would add or intensify in the future. One is securing identification, such as social security and state identification cards. The students had difficulty doing this independently and often did not do it at all, which left them at a disadvantage when identification was needed.

Another service that could have been offered to students immediately was safeguarding their passports and other legal papers. Eight CASS students lost their passports in an apartment fire; replacing them has been a frustrating and time-consuming experience.

The students said that they could have used more help in learning to budget their money, as well as an orientation on how and where to shop. They requested a more in-depth, possibly hands-on, shopping workshop. Along with this, understanding U.S. checking accounts must go beyond learning how to write checks to include avoiding overdrafts.

Much of the orientation was done in English with some interpretation into students' native languages. Doing so immediately established the students' need to function in English. Allowing for interpretation is realistic if the students are to absorb information presented.

ESL. Our current ESL curriculum is spiral in design. That is, Oral I begins as small knowledge circles centering on vocabulary building. These circles grow as the student moves from one level to another, expanding not only his language acquisition but his knowledge base.

While the oral curriculum is the backbone of language learning at FVTC, reading and grammar are an integral part of that core. Reading is taught in a classroom, and grammar and math are taught in an independent study lab.

Each student is informally assessed by a teacher or by the ESL language aide, using a series of questions designed by the staff to indicate one of four possible performance levels. Compared to the BEST and MELT tests, placement is accurate. The administration of this assessment tool is faster and less stressful than more formal testing. The idea is that, for placement purposes, student answers are more important than test questions, assuming that the questions represent one of the four pertinent skill levels.

This informal assessment was done with the CASS students at FVTC. Because they were required to remain together as a group and because we were aware of their individual strengths and weaknesses through that informal assessment, we were better able to address their language needs based on our curriculum. It was during this project that the staff discovered how flexible the current curriculum really is. Teachers could use certain modules, utilize small group discussions, individualize with tapes, and also do remedial work. In 18 weeks, the students were reasonably competent in comprehension and much better able to express themselves in their second language. In addition, they were much more self-confident and took pride in what they had accomplished.

The open-entry, open-exit policy has been both a blessing and a curse. Students enter any class which is not filled anytime during the school year. The administration has been generous about adding classes and hours to eliminate or reduce the size of the waiting lists. Conversely, because some of our Hmong students know that they can enter in October, they do not begin classes in September. This has an adverse effect on their own learning and makes it difficult to ascertain teacher and classroom needs early in the academic year.

One disadvantage in using the modular approach is that a student upon returning to school may have to repeat certain modules successfully completed in an oral class. Many minority students interrupt their language learning because of family and economic pressures. In the final analysis, staff members feel that this is not significant enough to warrant change because reviews are an essential part of language learning and practice in the classroom is important. In some cases, the students do not see the need to repeat modules.

Since 1984, 37 nonnative speakers have graduated from FVTC programs. The placement rate is now 83 percent; it includes the five students who graduated this summer and are now actively seeking employment. The students should be placed by the end of the year. The retention rate for nonnative speakers is 95 percent. The present trend is an increase in the number of females entering programs and a decrease in the average age of the students. Thus, while students do take a long time to prepare to enter programs, their success rate once in a program is high; their retention and placement percentages also reflect this fact.

Campus Opportunities. The CASS students have had a program coordinator available to answer questions and refer them to various services in the community. His emotional and pragmatic support has played an integral role in easing the students into life in the U.S. Though it has mainly been beneficial, his ready accessibility might cause the students to be a bit irresponsible, assuming that someone will take care of their needs. In most programs, this would not be a concern because a staff person would not be assigned to oversee only 16 students. Even if the staff were available, it might still be wise to push the students out of the nest to move them toward greater independence. In any event, FVTC will consider having an international student advisor in the future.

The formation of a multicultural association on campus allowed the international students to network and form groups with which to identify. They have been able to share experiences with others dealing with similar issues. One can feel a sense of pride among the group. The club sponsored a festival called Multicultural Days in which all students in the school were invited to participate in three days of dancing, food, and exhibits. It was hailed as a huge success on campus, but most importantly, the students themselves felt successful. One of the students who had been in ESL for some time said that the event recognized students of varying ethnicity who had long been unnoticed. Verbal and written messages poured in, requesting that it be made a yearly event.

Encouraging participation in college clubs and activities is essential, though students are at first reluctant to participate due to language difficulties. Once a student joins a college organization, it could serve as a door to his integration into the mainstream of college life.

If there has been one major difficulty with meeting the goals of the CASS program, it has been to integrate the international students with traditional students. This is a particular problem for CASS because the 16 students attend all of their classes together, take breaks together, study together, and eat lunch together. This does not allow for systematic exposure to other students. Having classes only with other international students is not desirable from the standpoint of sharing across cultural boundaries.

To deal with the issue of integrating the CASS students, the coordinator attempted to set up a mentor program pairing a CASS student with a local student. This did not work well because of the lack of interest from traditional students and the lack of time put into the project. In the future, such a program might be a key to encouraging cross-cultural sensitivity and understanding. It might be more effective to have the program in place before the students arrive, giving them an opportunity to develop rapport from the start.

The CASS program has a component called Experience the United States, which includes information on U.S. culture, customs, life-styles, system of government, and education. The students are provided with tours and speakers, such as a tour of the county courthouse or a speaker from the Junior Achievement Association. Such activities are a valuable supplement to their education. Noting the positive effect of these field trips for the students, the FVTC International Studies staff is considering the possibility of offering such monthly field trips to all international students at the college. While there is very little cost involved, the students gain firsthand knowledge of U.S. society. Similarly, the staff learns about the historical and contemporary sociocultural experiences of international students.

Another service that might be offered to international students is to make available newspapers from their home countries or at least in their native languages. The students are given these newspapers and magazines when someone happens to forward them. It could be a service much valued by the international students far from home. The native language papers could also play a role in encouraging our traditional students to learn foreign languages.

Community Opportunities. Developing a host family program for international students has provided opportunities for hosts and students alike. The families provide close friendships and a support network in the community. Not only is there emotional support, but host families help students with difficulties such as transportation and shopping. Students in host families learn firsthand about family life and other customs in the U.S. Host families can be a link to other community activities and organizations, such as athletic groups, clubs, and churches. Living with host families is also a prime catalyst in English language acquisition. Host families gain from their day-to-day experiences with the international students because their stereotypical perspectives are reevaluated. They learn about the history, culture, and language of another member of the global community.

There are, of course, problems that may arise in the host family experience. Students may not meet the expectations of the family and vice versa. Little misunderstandings become big issues when the family and the student have difficulty communicating. A bilingual advisor or coordinator can help explain the customary behaviors of both host and visitor. One caution is that the advisor should not be too quick to resolve issues. Often a host family simply wants a sympathetic ear; it does not mean a big confrontation is brewing.

On the one hand, careful interviewing and screening processes help to find appropriate, dedicated host families. On the other, the family that seemed the most ideal occasionally had the most conflicts with international students. It would be impossible to have one set of guidelines to identify an ideal host family. For now, finding good matches involves a great deal of luck since the coordinator usually does not know the student or the family very well.

The CASS students did send applications ahead of their arrival. These were gleaned for preferences and interests, as well as family situations to which they were accustomed. For example, students from big families were more likely to be placed in families with children, and students interested in athletics would be placed with sports-minded families. In some cases, these considerations facilitated student-host relationships.

Pre-arrival workshops for host families and monthly meetings following the students' arrival are essential components of CASS. Not only was information disseminated, but a support group was formed at each meeting as the host parents began to share experiences.

Another community opportunity for students is local clubs and organizations. As with campus clubs, students might be reluctant to join at first, but with a bit of nudging, it can be a very positive experience for them. Of particular benefit to the students was free passes to the local YMCA. The students frequent the YMCA to meet with friends, relieve stress, maintain health, and experience a bit of U.S. culture.

The students have valued the opportunity to speak about their own countries and cultures with community clubs, such as Kiwanis and Rotary, and schools. They teach us about their culture and gain an increased sense of pride in their backgrounds.

Future Directions

The ESL department would like to revitalize certain portions of the curriculum to especially address the needs of the young second-generation second-language speakers in our area. These teens will become a part of our future professions and work force. While some of them have been born and raised in the United States, many do not graduate from high school with sufficient language skills to be successful in college programs or in entry-level positions. Their needs are different from those of first-generation students. We would like to establish a program that encourages them to study English, not as a remedial course, but as a necessary tool to achieve their personal and professional goals. They need to understand that ESL classes are an integral part of their educational success.

The ESL department would also like to establish a language learning lab that addresses individual language problems of different second-language speakers. Native Spanish, Japanese, Chinese, Icelandic, Iranian, German, Portuguese, and Hmong speakers each have special pronunciation problems to overcome. Labs as opposed to classrooms might be more effective in this case.

While our promotion and advancement system has worked, we would like to be more consistent, concise, and objective. We want to take some of the subjectivity out of our competency testing. Pronunciation, for example, is difficult to measure. For many people, attaining fluency in a second language is difficult and time consuming. Greater access to research in methodology of language learning is needed.

Because of the high cost of second-language programs, new sources of funding will have to be explored. Writing for more state and federal grants, perhaps charging students a fee, will be investigated. It is unfortunate that the very people in most need of this service are the very people who can least afford to pay for it.

The local community needs to understand that the schools and the workplace will be enriched with the infusion of multicultural and international perspectives. The wealth of ideas and rich sources of input from varying cultural perspectives will help us to solve the complex problems of living in our fast-changing world.

One suggestion worth noting again is the need for an international students advisor. The advisor would provide guidance for students from initial contact through the students' arrival, studies, departure, and beyond.

To guide the international students, the advisor will need to enlist the assistance of those more knowledgeable about the course and program instructors. He might set up a network with staff from the various program areas, or he might work with a career counselor responsible for providing academic guidance

Accurate assessment would also facilitate decisions on program entry. Students lacking entry-level skills would be provided ESL training before beginning a program.

Though the orientation process at FVTC has been successful, a more intensive orientation should be a requirement for all international students in the future. The orientation would be given in English and interpreted if necessary.

Experience the United States, a course for CASS students, could be formalized and offered as a credit course. It introduces various aspects of U.S. society, mainly through tours and speakers.

Mistakes to Avoid. Though we at FVTC have had limited experience with international students, we have become aware of several problems that need to be addressed. A major problem is having all international students speaking a particular language housed together. This hinders the cross-cultural exchange process and English language acquisition. Another is focusing staff efforts on one or two international programs when there are so many other opportunities for exchange. Finally, letting positive media coverage lapse for too long a period has a negative effect on the program. People have short memories and need to be reminded of the advantages to having international students in the college and community.

Changes by 1992. By 1992, FVTC could greatly increase its population of international students. Services to students could be improved, as mentioned above, including appointment of an advisor and an expanded orientation program. Traditional students could become more involved in fostering global awareness on the campus and in the community. FVTC could become a preferred site for training of international business people, as well as training of local business people to function in the international arena.

Conclusion

The responsibility for internationalizing the campus environment belongs to all FVTC staff and students. The progress the district has made to date is the result of the increased interest and participation of students and staff in activities involving international students and visitors to our campus; the special efforts being made in the student services and general studies divisions, which address the international student's most basic needs; and ESL instruction before and during the student's course of study.

FVTC welcomes the people of the Asian-Pacific region. We want to share our culture and language with them. Equally important to us, however, is to share in their language and culture. We recognize the importance of the Asian-Pacific region in our economic and political future, and as an educational institution, we are committed to eliminating the barriers that exist between us. It will not do to ask that others know us without our having to know them, too. A global society must, by definition, preclude ethnocentrism.

A Tapestry of Possibilities: Internationalizing the Campus Environment

Su Cutler
Kalamazoo Valley Community College

Kalamazoo Valley Community College (KVCC) welcomes students from diverse backgrounds—first-generation college students, older returning students, students seeking retraining, traditional students, students from minority as well as majority populations, students from here and from other countries—to its campuses. They come to us for a variety of reasons: personal interest, degrees, transfer to other institutions. Our students are threads of varying color and texture in the fabric of our college. One of our major goals is to have our fabric reflect the richness of our student body and present a more welcoming environment.

One method of accomplishing this goal has been the establishment of an International Studies Program. Through this program, curriculum changes have been instituted; lectures, panel discussions, and workshops focusing on world events have been presented; cultural events have been produced; and an international studies degree program has been created. Into every project, the college has consciously interwoven international, intercultural, and multicultural threads. These are woven together with the threads of individual experience to produce a tapestry of myriad possibilities. These threads are the warp and weave on the looms used by students, staff, faculty, administrators, and community members to create the multicolored, multi-textured garments they wear out into the world.

The creation of this fabric requires the coordinated work of many. As illustrated in volume I, faculty must dedicate energy, interest, and time, as must the administration; and the institution as a whole must commit its resources. While the intent of the internationalizing program is to inform students' opinions and knowledge bases, students too must have input into the internationalization process. In addition, our mission statement impels us to involve the community which supports us financially—a point reiterated in the article "Building Communities: A Vision for the Future" (Commission on the Future of Community Colleges, *Building Communities: A Vision for a New Century* [Washington, D.C.: American Association of Community and Junior Colleges, 1988]). None of these elements can be ignored if an internationalization program is to be accepted and effective.

In the weaving of KVCC's coat of many colors, we include three perspectives: (1) internationalism, the study of relationships between nations, (2) multiculturalism, the study of relationships between groups within nations, and (3) the interaction between the two.

Often in dealing with world issues, such as world hunger, the individual feels overwhelmed and ineffective—feelings likely to occur when his or her actions are viewed as isolated and unrelated. However, when the relationship between famine in developing countries and local food drives is perceived, feelings of helplessness dissolve. Participants become one in the single purpose of helping hungry neighbors.

With these perspectives, our primary goal is to promote the creation of a harmonious neighborhood within this global village—a goal echoed by our motto, "Thinking globally, serving locally."

Funding Base

KVCC has been fortunate to receive two one-year Title VIA federal grants. As a result, we have been able to make great strides in internationalizing our curriculum. (See volume I.) Grants have also promoted our work in internationalizing the campus environment, making guest speakers and special events possible and expanding our library collection.

Grants have been a boon to our program, as has the availability of local expertise from four-year institutions, such as Western Michigan University, Michigan State University, and the University of Michigan. Colleagues from these institutions have acted as consultants, presented lectures, attended our programs, and in return, have invited our cosponsorship in their events.

In addition to external resources, our college's Faculty Professional Development Fund underwrote professional activities related to international education within the state and nationally. We have obtained additional funding from our Office of Special Programs, especially for cultural events, and the Teaching-Learning Center for guest lecturers and research on new classroom approaches.

While we could have pursued our internationalization process without the establishment of a distinct program, we found it helpful to legitimize the effort through the establishment of an International Studies Office and degree programs. With such legitimization, a program can interact more effectively with other programs, with private and governmental agencies, and with outside funding sources at local, state, and federal levels.

Administrative Support

The administration in community colleges builds support for the college and shapes its environment; it also plays the role of ambassador to all segments of our community. The administration is also highly involved in the day to day operations of the college and can advance or hinder the establishment and growth of a program aimed at internationalizing the campus environment.

At KVCC, vital administrators, for example, our president and the vice president of instruction, affirm the importance of the international and multicultural agendas and the link between them. Much of this growing awareness has occurred through the devotion of one administrator, who has taken an active role in promoting both agendas within the college and the community—our dean of general studies. Due to their support and the inclusion of these agendas in our strategic plan, funding is more available to us than it would be otherwise. Administrative support is partly a function of the level of student and faculty involvement.

Faculty Role

In community colleges, faculty are primarily involved in teaching and curriculum development. Often their involvement in co-curricular activities is not required. Because faculty interact closely with students, they are essential in encouraging students to become aware of and involved in internationalizing the campus. Consistent with the community college philosophy of involvement, faculty are always willing to be directly or indirectly involved.

Indirect involvement, or involvement limited to activities taking place within the confines of an established class time, has been easiest to cultivate and has included faculty announcing events, giving credit for attendance at out-of-class activities, conducting lead-in or follow-up discussions related to activities, identifying students interested in International Studies degrees, including international perspectives in classroom examples, and bringing classes to events scheduled during class time.

Direct involvement, or involvement in an activity occurring outside regularly scheduled class time, has included faculty searching for speakers, dealing with details of program arrangements, being on panel discussions related to topics within their own areas of interest and expertise, serving on committees to generate ideas for activities, and attending events to show support. Faculty who involve themselves directly and indirectly give of themselves and often infect students and colleagues with the desire to become involved.

Student Involvement

Without students, education has no purpose. In universities most students are uprooted from their established social structures and placed in environments with a relatively homogeneous peer group; this created community generally provides greater diversity than the student's home community. In contrast, community college students are a reflection of the variety of cultures in the local community. However, in general, the percentage of minority individuals in the student population is higher than that in the surrounding community. The diversity at a community college depends on the community's historical background.

Unlike their university counterparts who graduate from an institution and leave, many community college students bring involvements in established networks with them to the college; after completion of their studies, many continue these connections. Information embraced by students has a greater potential impact on the community. They exhibit their enthusiasm by volunteering at international activities. They take internationalization into the wider community in a way the college cannot. Students help the college stay in touch with its constituents.

Community Input

The community college is financially supported by the community it serves. It must provide access to information about our world and the college's curriculum to the community and establish systems to facilitate exchange of information and allow input from the community. Without this exchange of information, problems arise.

Some community colleges have not viewed local input as necessary when working with international issues and have ignored the rich cultural heritages in the immediate community. This behavior has alienated members of local minorities who chaff at America's concern for students in Tienanmen Square and lack of concern for violence against Chinese-Americans at home. Much can be done to advance the cause of internationalizing through local resources by tapping multicultural resources for any project.

Other communities have responded to a college's international involvements by questioning the appropriateness to the college's primary mission. While the 1988 "Building Communities" report supports involvement in international activities, it remains the college's responsibility to enlist support for activities. To this end, committees with representatives from community ethnic groups and international groups should be part of the governance plan of any community college. All community ethnic groups should be invited to be part of cultural festivals and international week celebrations. They can be further involved through participation as presenters and attendees at forums on issues and special topics. Furthermore, the board of trustees could serve as a finger on the pulse of the wider community.

Implementation and Assessment

Progress in internationalizing the college environment has been less successful than the progress in curriculum development discussed in volume I. However, much below-the-surface cultivation has occurred.

Our tri-directorship—project, associate, and curriculum director—has allowed us to be in three places at once; each has clearly defined, separate roles and tasks, while still receiving support from the others. Once a month, the group of three, and then each in pairs, gather in a revolving set of meetings to keep information flowing. Success is due to the commitment these individuals have to their work.

Our workshops and colloquia series have been particularly successful in making more faculty aware and supportive of the goals of internationalization. Our kick-off focus was a two-day faculty seminar in August 1989; we received good support from the administration for the theme Beyond the Boundaries and the content of the seminar. In addition to Seymour Fersh, of Brevard Community College, as the keynote speaker, during breakout sessions, specialists from Michigan discussed ideas and resources, movies were shown, and international students presented a panel. International and multicultural themes have been a component of each seminar since, including a January 1990 appearance by Joyce Tsunoda, chancellor of the community colleges in the University of Hawai'i system.

Our workshops have provided faculty with support and resources from skilled curriculum specialists who have encouraged us both to develop our classroom work and to publish our syllabi. Fersh, Ann Kelleher, of Pacific Lutheran University, and James Harf, of Ohio State University, provided us with specific feedback on our courses and modules. In the colloquia series throughout the first year, presenters from Michigan universities discussed instructional strategies for internationalizing curriculum (infusion, modular approach, etc.) and presented lectures on specific topics, such as stereotyping and economic, political and cultural issues.

The colloquia series assisted our project's networking internally—an ever increasing number of college people, especially students, are becoming involved—and externally—representatives from other Michigan community colleges are regularly attending. External networking also occurred through our connection with other colleges, producing a statewide calendar of events.

The increased visibility of our degree programs has attracted the attention of administration, faculty, students, and other institutions—an advantage in the quest for funding.

Special lectures, events, and degrees are necessary; an equally effective method for fostering global interest is a focus on personal experience. In our program we have included a variety of individual involvement possibilities from travel to committee work to eating good food.

Our international week has come to be an anticipated event. Our international students have contributed greatly to its success; they see it as a time to celebrate and share themselves with others. Generally, during the week, we have brown-bag discussions (usually around a student panel), and faculty members arrange special events in the courses that they open to the public. The week culminates in International Night, planned as much as possible by the international students. Information tables about countries are set up; a fashion show is presented; a feast is served; and two hours or more of dance, music, and song are performed by students and community members. This event's success is also evidenced by the number of community organizations that contact us and express a desire to become involved. The college has also earmarked funds to support this event. The increased interaction and camaraderie among the 21 faculty on the International Education Committee through group attendance at conferences and meetings where individuals share progress on their module designs has been one of our greatest successes. Much has been said about this group in volume I, Internationalizing the Curriculum, but it bears repeating that faculty were each other's best cheerleaders—many wishing they had time to take the classes their colleagues were creating and revising.

At KVCC we have also had success in developing opportunities for faculty research and travel here and overseas. Some opportunities resulted from internal funds. Two years ago one faculty member was funded for travel to Spain and France to collect materials with which to revise French and Spanish offerings to reflect a culture-centered approach. Unfortunately, last year a state regulation eliminated the use of college or state funds for out-of-country travel.

In the second year of our title VIA federal grant, funding for faculty travel was included. By the end of summer 1991, at least four faculty members will have completed projects overseas; they will share their experiences with others and continue to spread the desire to travel. What these faculty give back to the institution in brown-bag discussions and other forums helps persuade administration to invest in future projects.

In-state, faculty have attended conferences and workshops on African geography, environment and developments in Africa and Latin America, international student volunteerism, and many other topics.

We have also had success encouraging student study and travel. Two years ago, internal funds assisted a student in going abroad; we were rewarded by the student returning and giving a brown-bag presentation. In November 1990, 27 students participated in a scholarship competition sponsored by the International Studies Association, which provides full or partial study and/or travel scholarships to all qualified students successfully completing a language proficiency examination. Additionally, we provide information to students on study and travel programs offered by other institutions.

While many prefer to avoid committee work, we have had very good experience and involvement on the part of faculty in two task-focused committees: the Travel Committee and the International Week Committee. A committee can provide a medium for experienced and knowledgeable individuals who do not want to be actively involved in program planning to share their knowledge with those who do. Additionally, through discussions in committee meetings, individuals' true intentions become apparent, and it becomes clear who is interested in academic study versus more recreational types of travel abroad—helpful information when one is attempting to identify the "do-ers."

We are especially pleased with our International Studies Library Collection, which, again, due to our Title VIA grant, we have been able to build. There is no doubt that for internationalization to take place, informational resources must be available. Materials must include, but are not limited to, books, journals, magazines, and audiovisuals (films, pictures and maps) that deal with the world in all its aspects—political, social, ecological, and so on.

For the identification and acquisition of these materials to proceed smoothly, an efficient system must be in place to distribute resources and process faculty comments. At KVCC, the curriculum director worked closely with two reference librarians to do an initial evaluation and to build resource materials. To facilitate acquisition, we established a system for routing literature to faculty. Requests were centralized to avoid duplication. We provided our faculty and other interested parties with a yearly summary of acquisitions. The result has been a smooth-running system and a continuing good working relationship with the library staff.

There are few enterprises we entered into that we would say did not work. There were, however, glitches in certain aspects of our successes.

As has been noted, there were difficulties with the tri-directorship. We fell victim to individuals taking administrative red tape and unavoidable changes personally, to the extent that working relationships had to be terminated. While the explanation is in part personalities, many difficulties stem from the unfamiliarity of faculty, serving as part-time or new administrators, with the details of programming and procedures. Our faculty-administrators have had to learn much by the seat of their pants, and as Dean Chang said in an address, "Facing East/Facing West," they were sometimes unprepared for the time commitment and teamwork necessary. Some frustration arose from wanting to do more and not having the time. For institutions contemplating the appointment of similar faculty-administrators, some pertinent management pre-training would be advisable. Especially helpful would be a detailed college handbook, specific to the institution and community, on how to put on a program. Handbook information could include: making contacts; scheduling; selecting topics; surveying local interests; matching resources (financial and personnel) with interests; involving others in decision-making; executing projects; getting people to attend through publicity (including developing lead time); accepting limitations of time and energy (and funding); planning for the year; reaching out to other colleges, and local, statewide, and regional organizations; evaluating programs; and awarding kudos.

During 1989–90, we were not successful in cosponsoring events with other colleges or local community groups. While the Title VIA grant has helped us, it has also fostered a do-it-yourself climate. We are attempting to do more with others. During September 13–15, 1990, we joined with Western Michigan University and eight other academic, corporate, and governmental organizations to cosponsor Facing East/Facing West: North America and the Asia/Pacific Region in the 1990s—a forum to enhance the understanding of North American links with this world region. Faculty and administrators joined conference panels to discuss our internationalizing process. We worked with other community colleges to lay the groundwork for a statewide organization. In terms of student study and travel, we have not planned our own trips. While there would be advantages, such as greater control over content, location, and faculty involvement, there are also many disadvantages, such as a small student pool, the nature of our student population (that is, more part-time, older students with family responsibilities who are less likely to take time for study abroad), and the need for faculty to invest time in investigating a site, developing resources, and making necessary contacts. Faculty have expressed concern about liability for students' misbehavior and lack of an institutional policy on students' responsibility for their own behavior. Some faculty have had negative experiences and are unwilling to sponsor a trip again.

In this electronic age, a statewide electronic bulletin board to network and disseminate information on international activities sounded like a wonderful idea. In 1989-90, KVCC agreed to disseminate the CTS System made available by the Michigan Community College Association through a toll free number at Grand Rapids Junior College, Grand Rapids, Michigan. The use of this system has not proved as successful as expected. Even if a college has acquired the software and hardware necessary for the utilization of an electronic network, colleagues at other colleges report difficulty gaining access to a computer or in having a designated person check and update the system. Colleagues who find solutions to these questions often discover little information has been entered by others. If more individuals and colleges commit to use of an electronic bulletin board, the rewards are up-to-date communications and less paper mail.

In the last two years, we have not been successful in advancing interactions with our sister college, a connection which grew out of a host family arrangement in the 1960s. In 1988, KVCC entered into a formal sister college agreement with the Shanghai College of Petrochemical Technology in Shanghai, People's Republic of China—a three year governmental polytechnical institution connected with the petrochemical industry. We have assisted them in establishing two programs—data processing and secretarial science—and in expanding their library. The college has graduated a class in each program and invited KVCC representatives to attend the ceremony. Since 1988, faculty and administrators from Shanghai have visited KVCC three times. As yet, we have been unable to arrange funding to return the visits. Due to China's internal political situation, Michigan's prohibition of the use of state monies for international travel, and our own budget constraints, our administration has placed this relationship on hold.

While some KVCC representatives have attended other colleges' events, these exchanges have not occurred as often as we would like. Some worthwhile conferences were missed because of a lack of funding or lead-time for planning. Carpooling attempts were difficult due to different schedule requests. Faculty are busy, and some have limitations on how far they will travel.

During 1989–90, no maps or globes were ordered for the library; a commitment was made to purchase them in 1990–91. Few journals have been added because of the long-term funding commitment necessary to make their purchase feasible.

Formal Assessment Instruments. During the 1989–90 academic year, after each session presented by internationally oriented speakers, we gathered evaluation forms. On all of these, attendees were overwhelmingly in agreement as to the quality and usefulness of the presentations—usually the "Good-Excellent" rating was 80–90%, including the faculty reaction to our opening seminar in August 1989. Faculty are always encouraged to share their ideas concerning the international speaker series.

Our curriculum work was reviewed at the end of the academic year by James Harf. No review was made of our overall effectiveness in internationalizing the college's campus environment. Aside from faculty, we have not done any official surveys of students, administrators, or community members; this is one area we hope to focus on in the future.

Since our opening seminar in August 1989, our president, in speeches, has come to regularly include references to international events and statements of commitment to international activities. International education is listed in our strategic plan. Still, little firm funding has been forthcoming. Positively, this verbal support allows us to be as entrepreneurial as we choose to be. Another concern is the selective attention paid to international education; services for international students have been cut back since the June 1990 retirement of the international student advisor. A new individual devotes approximately 20 percent of his time to working with international students, and while concerned and capable, he has had no experience working with international students and has been provided no training.

Faculty interest has been consistently positive—more faculty volunteer or, when pursued, agree to participate in curriculum efforts and continue to be very supportive of international events. Their camaraderie and mutual support have been commented on by many visitors. During 1989–90, faculty worked together in planning the grant; these individuals were very involved. During 1990–91, more recruitment was required, and individuals who might not otherwise have considered internationalizing became involved. These faculty seem to work best when given more definitive structure and deadlines.

In general, it has been the more recently hired (within the last five years) faculty who voluntarily become involved in the project. An original goal was to rejuvenate long-term faculty; this goal was not adequately addressed during the first year when 60 percent of participating faculty were recent hirees; in the second year, 11 of the 21 faculty in the International Studies Program are long-term.

We have a very small number of highly committed faculty—which is both a blessing and a curse. Should a person leave, the continuation of portions of the project connected with him or her might be threatened.

Student support for internationalization is most evident in involvement in the International Studies certificate and degree programs and in attendance at and volunteering to promote the International Studies Program activities. During its first semester, over 50 students declared International Studies as a major. Some classes with an international focus are full; others have been cancelled due to low enrollment. During winter 1991, three new international studies classes were offered.

Our local academic community has accepted our degree program; it transfers to Western Michigan University, our local university, and similar agreements are being sought with other regional universities and colleges. Individuals at other educational institutions are aware that good things are happening at KVCC. Members of other consortium institutions of higher education have expressed their desire to be more involved with KVCC's activities—perhaps to cosponsor events, such as World Food Day, or to give presentations in the colloquia and future college-wide international and multicultural programs.

Local minority and ethnic groups have also inquired about greater participation in our international week and presentation of more cultural events and discussion forums. Still, some have expressed doubts as to the appropriateness of a community college pursuing international connections.

Challenges, Pitfalls, Rewards

The biggest challenge of pursing a multifaceted approach such as ours is the coordination of details and participants. Regardless of attempts to provide equal attention and resources to all approaches, activities, and individuals, inevitably at a specific time, one project receives greater focus than another; those ignored may not remember the overriding theme of mutual support when an area other than their own is being emphasized.

Administrative structure is a challenge. Some institutions have designated a full-time administrator; others, a full-time faculty member. We utilize a tri-directorship. On the one hand, a single leader could be effective; a highly motivated, goal-directed person could accomplish much. However, such a uni-centered focus may be in basic conflict with the interaction that internationalism and multiculturalism require. Despite this theoretical objection, the major drawback to a single coordinator is that implementing an international program may be overwhelming for an individual.

A multi-directorship, on the other hand, while spreading out responsibilities, runs the risk of personality and philosophical conflicts regarding the project's direction and implementation. Difficulty concerning release time or funding for individuals may arise.

In such a system, when communication is clear and effective, everyone feels involved. Good communication requires the commitment of all participants. Still, it is not a panacea. Sometimes clearer communication results in more defined rifts between individuals. It is a challenge for individuals to be able to voice differing opinions, to resolve them, and to maintain productive working relationships.

A second personnel challenge is maintaining and increasing the involvement of community members, students, faculty, and administration. Sometimes the effort to convince others of the need for international content and to educate them on implementation procedures is seen as treading on turf. Providing informational and financial resources to targeted personnel to support new endeavors is a challenge. Sometimes individuals become intensely involved and then need to reduce their level of involvement. Using the experienced as mentors to the new allows for continued involvement. Obtaining lead-time to plan and create efficient communication networks is crucial to fostering involvement.

Regardless of the ease or difficulty in pursuing the work outlined, the rewards make it worthwhile: the work enhances or creates a new sense of community; connections are made between multicultural and international goals; the larger support base provides more possibilities for keeping abreast of developments and for producing educational opportunities; diverse focus allows for greater utilization of existing skills and acquisition of new ones. Furthermore, participants develop a sense of satisfaction in practicing what they preach.

Our greatest concern is falling into the money pit, due to our overdependence on outside funding. Without financial support, the challenge to obtain speakers for colloquia, performers for cultural events, travel funds for faculty and students, and resources for the library becomes one of politicking, involving delays due to necessary negotiations and simple lack of funds.

Future Directions

Next year, due to lower funding, we will concentrate less on faculty development, though we will continue to sponsor some colloquia and encourage faculty to attend conferences related to their own interests. In terms of changing the campus environment, we will place more emphasis on events for students and the greater community, especially those that could be cosponsored with other institutions, community organizations, and other offices within the college. We will focus on the students currently in the degree programs and on recruiting because a high level of student involvement may influence funding decisions and may aid us in external funding searches.

When grant funds are gone at the end of the 1990–91 fiscal year, what will occur? Externally, we are applying for a Beacon grant to bring eight Michigan community colleges together to sponsor speakers and continue curriculum work. On the federal level, we are applying for a Title VIB grant and a Title VIA continuation grant. In addition, we are exploring a Fulbright-Hays Group Project grant aimed at improving language and area studies teaching for K–12 teachers and college faculty.

In Michigan, state and local organizations have funds available to sponsor speakers, performers, and cultural events for which we will apply; one example is the Michigan Council for the Arts. The Center for the Advancement of Studies on International Development, which focuses on issues in the developing world and sponsors a free summer institute at Michigan State University, continues to be available to help individuals make contacts and work on new projects. Pending college grant proposals focus on general and multicultural communication skills. In addition to all these external sources, we will continue to utilize our college's Faculty Professional Development Fund. Hopefully, as mentioned, demonstration of a high level of interest and involvement of students in international studies will support our requests as we continue to focus on strategic plan proposals.

As one wise multiculturalist said, "Let's not see who can get a bigger piece of the pie; rather, let us see if we can make the pie more nutritious." Cosponsorship of events with college offices and programs such as the Office of Special Programs and the Artists' Forum will be more prominent. We will also explore cosponsorship with local community groups and educational institutions, including our local higher education consortium and K–12 schools, and with regional business corporations. Such cooperation saves funds and reaches wider audiences. Potential projects for cosponsorship include International Week, Earth Day, World Food Day, even the Great American Smoke-Out. Participation of international students and representatives of various local groups makes any event a multipurpose event.

Based on our philosophy, it may sound odd for us to advise others not to spread themselves too thin or not to attempt too much. Our accomplishments have occurred because of the Title VIA grants, a core of committed faculty, substantial administrative support, and three deeply committed directors; without these ingredients, we would have been much more conservative. If we were to do it over again, we might choose to expend more energy on internal and local events, and do less statewide. However, then we would have missed opportunities to make connections. Reaching out helped us avoid isolation from other community colleges and will allow us to continue working with them in the future.

Also, despite careful selection of leaders and other individuals, communication problems should be expected and, perhaps, pre-training included as a team-building activity. People need support—financial, moral, and clerical.

To avoid negative reaction from the community at large, a college must recognize and respond to needs of members of in-country minority populations and involve them in planning and executing projects.

The following are developments we hope will be in place and functioning by spring 1992:

- KVCC's Beacon proposal, bringing community colleges together to cosponsor speakers and internationalize curriculum
- The formalization of a statewide international consortium
- More faculty, student, and community involvement, especially increasing interaction between local and international groups, perhaps through the establishment of an advisory board with representation from all the groups
- Greater interaction between KVCC and high school faculty, possibly through group study—abroad or locally—to improve language and area studies teaching and learning
- A solid funding by the college for the International Studies Program as well as formal recognition by the college of the importance of multiculturalism and internationalism
- Maps in specified classrooms, on designated walls, and in the library; and a large globe on campus
- Sponsorship of faculty exchange and travel
- Encouragement of student travel and study
- Greater cooperation between U.S. minority students and international students

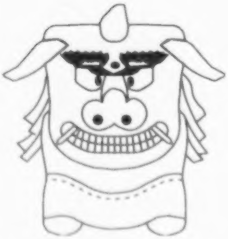
The following are long-term goals:

- Sponsorship of faculty exchange or international visitor programs
- Cosponsorship of classes with other colleges, sharing speakers and adapting lecture content to student populations through individualized reading lists, discussion groups, and group projects, such as Western Michigan University's Foundations of Gender Inequality
- An increase in the languages offered at KVCC and other area institutions; perhaps part-time instructors who are native speakers of newly offered languages could present conversational courses to test interest before committing resources to the development of more traditional classes
- Expansion or addition of sister college relationships

Conclusion

There are many approaches to internationalizing and numerous levels on which to carry on international activities. Despite its inherent complexity, we at KVCC have chosen to adopt an approach which reaches out to as many people in as many ways as possible at the same time. Such an approach requires good communication, a flexible structure, and solid commitment of personnel and funding. While the interweaving of these threads requires attention to intricate detail and inevitably mistakes occur, when stepping back to view the tapestry as a whole, one hardly notices the small flaws and sees instead a harmoniously rich design—a beautiful addition to any institution of higher learning.

Conclusion



The six Associate Colleges represented in this volume have found many innovative and creative ways to make global and cultural connections visible on their campuses. Further, these connections have been felt by those on the campuses and in the communities. More than just rhetorical statements about thinking globally and acting locally, the activities at these colleges create a global spirit of family, a respect for cultural diversity, that can become a model for the wider communities they serve.

Cultural centers, such as the Intercultural Center at Golden West Community College and the planned immigrant center at Honolulu Community College, provide a central location on campus where students, faculty, staff and administrators experience, firsthand, global and cultural activities that enrich their campuses. Coupled with international and intercultural curricula, these centers have the potential to expand student perspectives through linguistic and cultural interaction.

The efforts of the three Hawai'i colleges—Honolulu, Kapi'olani, and Leeward—are clearly strengthened by the multicultural composition of the O'ahu communities they serve. Students, faculty, staff and administrators have distinctive Hawaiian, Pacific, Asian, and American backgrounds. Further, they have unique histories, with strong connections to past times and places. But the colleges have also gone beyond established populations to reach out to more recent immigrant groups and to international students. Efforts such as improving the recruitment and retention of Filipino students, facilitating visa processes, and perceiving immigrant and international students as intercultural teachers are based on existing multiculturalism and build toward internationalism.

At first glance, the experience of Fox Valley Technical College (FVTC) provides a strong contrast to that of the Hawai'i colleges. To a visitor from Hawai'i, the Fox Cities area is initially very homogeneous, very Northern and Western European. But this area also includes diverse cultural groups, with strong cultural values and distinct histories.

The recent arrival of Hmong refugees, Hispanic immigrants, and CASS students adds diversity to local culture and history. The Hmong refugees contribute to their adopted community a renewed sense of what it means to overcome incredible hardship, and of the promise and potential of life in the United States. FVTC has taken an active role in seeing that this potential can be realized. Recent Hispanic arrivals reemphasize for the community the diversity of European ancestry groups and the diversity of their histories in the Americas. The arrival of CASS students has provided FVTC the opportunity to provide short-term technical training to students from the Caribbean and Central America. Their presence helps local students and community members experience the growing connectedness of a global economy. With the globalizing has come a need to reconsider the educational opportunities of all cultural groups, including Native Americans, the first Asians in the New World.

Kalamazoo Valley Community College (KVCC) has integrated the international and intercultural activities on campus and the International Studies curriculum. Activities, such as the International Week festivities, cultural performances, and lectures by noted internationalist scholars, combine with hands-on work, such as student-led food drives, to actively reinforce the concept of global familism.

KVCC has taken an issues-oriented approach to internationalizing its campus environment. By localizing current and anticipated issues, such as world hunger and overpopulation, peace and war, and global ecology, as a centerpiece for internationalizing the campus environment, the college has discovered a fruitful approach that encourages students to become actively involved in global problem-solving. Further, as these and other global issues increase in severity, KVCC recognizes the importance of learning problem-avoidance to assure the survival of the global family.

How Did They Do It?

The colleges represented in this volume enriched the international and intercultural fabric of their campus environments by:

- Becoming increasingly sensitive to the changing demography of the communities they serve by carefully analyzing student and community demographic data, particularly with respect to ethnicity, age and gender
- Becoming increasingly aware that demographic change and diversity can be a powerful tool for actively teaching, beyond the classroom, about international connections and processes, and intercultural understanding
- Pulling together teams of students, faculty, staff, and administrators to creatively envision international and intercultural campus activities that draw on local resources and talents, and that strengthen campus-community connections
- Encouraging and funding innovative campus learning experiences, such as cultural centers and clubs, student conferences, cultural performances, and student-faculty lectures and forums

- Envisioning their campuses as global community colleges, with roles to play in internationalizing their local students and communities, as well as providing liberal arts education and technical training for new immigrant and international students

Future Issues

Future issues need to be considered at the campus and community levels. Enriching the international and intercultural environment of a college campus can be a satisfying endeavor. After the planning and implementation of these activities, there is almost always a snowball effect. Students, faculty, staff, and administrators become increasingly aware of international and intercultural resources, on campus and in the community, and want to do more. When successful these efforts do not detract from the central mission of the college, but enhance and are enhanced by it.

Faculty, staff, administrators, students, curriculum and program designers, as well as community members, advisory boards, and political decision-makers, need to be attuned to the internationalizing, interculturalizing efforts at other campuses. Internationalizing is about bringing together diverse groups of people into harmonious working relationships, about appreciating many and diverse voices on the campus and in the community, as well as in other locations throughout the country.

Enriching the international and intercultural environment has generally improved the perception of the Associate Colleges in their local communities. However, internationalizing is often perceived as a threat to local autonomy and culture. International contact, in the context of historical and contemporary experience, has been and is responsible for significant political, socioeconomic, linguistic, and cultural loss for Native Americans, Native Hawaiians, and African-Americans. Further, many local communities have learned that their cultural survival depends on defending themselves against outside influences. In other communities, cultural perceptions of outsiders may be negative and intractable. Clearly, internationalizing will be much more difficult in these settings, and it may be that, in these situations, a deeper understanding of how we are all shaped by our culture and our history will need to precede any internationalizing effort. Going beyond the classroom and into the wider campus environment is an effective educational strategy to encourage these developments.

The Associate Colleges represented in this volume are in the early stages of internationalizing their campus environments and have, to some extent, confronted these critical issues. The 1992 Beacon Conference in Honolulu, Hawai'i, will provide a forum for the consideration of these and other issues.

—RWF